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ABSTRACT

This document consists of the four 2000 issues of a newsletter disseminating information on the Society for Research in Child Development (SRCD) and providing a forum for important news, research, and information concerning advancements in child growth and development research. Each issue of the newsletter provides announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The first 2000 issue includes the following articles: (1) "Focus on: The Merrill-Palmer Institute"; (2) "Report from the Committee on Child Development, Public Policy, and Public Information"; (3) "Issues of Interest from the Internet"; (4) "Notes from the Executive Office"; and (5) "Report from Washington." The second 2000 issue of the newsletter includes the following articles: (1) "The Hidden Disabled among Us"; (2) "Behavioral Science at the National Institute of Mental Health. Report from Washington"; and (3) "Committee Reports." The third 2000 issue includes the following articles: (1) "Focus on the Foundation for Child Development: Q and A with the Director"; and (2) "The National Science Foundation's Child Learning and Development Program. The Report from Washington." The fourth 2000 issue includes the following articles: (1) "Focus on SRCD Office for Policy and Communications"; (2) "Committee Reports"; (3) "'What Goes Around Comes Around': Volunteering for Professional and Personal Development"; and (4) "2001 Biennial Meeting." (KB)

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Society for Research in Child Development Newsletter, 2000.

Pamela Trotman Reid, Editor

Volume 34
Numbers 1-4

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Society for Research in Child Development
NEWSLETTER
Volume 43, Number 1
Winter 2000

SRCD

Notes from the Executive Officer

The Society for Research in Child Development is, arguably, the preeminent professional association dedicated to the mission of fostering research on issues concerning children and their families. Over its six and a half decades, its membership, activities, and influence have increased tremendously, and with these changes there have been accompanying changes in the infrastructure, organization and resources of the Society as well.

This fall I began my eleventh year as Executive Officer of SRCD. My predecessor was Dorothy Eichorn, who served for 19 years from her office at the UC Berkeley campus. The move of the executive office to Ann Arbor in 1989 signaled the beginning of a number of changes for the Society. During Dr. Eichorn's tenure, the field experienced considerable growth, and the membership of the Society more than doubled to about 4,200 members. Many of you knew Barbara Kahn, who served as chair of membership at the University of Chicago Press offices for 30 years. With her retirement in 1995, all duties relating to membership and journal operations moved to Ann Arbor as well. Over the past decade, the staff of SRCD has increased from two-and-a-half positions to nine positions, and we now occupy excellent office space on the edge of the University of Michigan campus.

Currently SRCD is a medium-sized, professional nonprofit organization. We have approximately 5,400 members, including 1,000 student members and approximately 700 non-U.S. members representing over 50 countries. Founded in 1933, our mission from the beginning has been to promote research and its translation to

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Focus on: The Merrill-Palmer Institute

Each day as I enter the elegant old Freer House that holds Merrill-Palmer's main offices, it's impossible to avoid thinking about history. Generations of students and scholars came to Merrill-Palmer and made a striking impact upon scholarship and practices in child development. The Institute's past, as one of the oldest extant child development institutes, reflects the processes that have shaped modern scholarship in human development. It's easy to see what worked well and what was less successful.

What is obvious from Merrill-Palmer's past, is that the best years have been devoted to interdisciplinary, programmatic scholarship that is central to the aims of the Institute, and which is communicated with clarity and helpfulness to the public. Difficulties have arisen when service programs expanded beyond the range of research, the cohesion of the Institute's faculty and staff was weakened, and public support for the Institute diminished. Similar difficulties have influenced other institutes devoted to child development.

Today Merrill-Palmer operates as a university research institute, a part of Wayne State University. What does our history say for the future? Most important are our basic style of operation, and our priorities for the future.

At the institutional or organizational level, the study of child development is in a period of rapid change. There is a proliferation of single-issue institutes, focusing on issues such as poverty, work-family relations, etc. Other institutes have shifted from basic research to assisting governments and other non-profit organizations in planning, executing, and evaluating best practices in human services. Most developmental scholars operate within their disciplinary departments rather than primarily within developmental institutes. In some

(cont. on page 2)

Mark Your Calendar!

Now — Membership renewals for 2000 are due

February
29 — Final deadline for return of Directory Information Sheets

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COMMITTEE REPORTS

Report from the Committee on Child Development, Public Policy, and Public Information

Connie Flanagan and Larry Aber (Committee Co-Chairs)

The mission of the Committee on Child Development, Public Policy, and Public Information is to help bring research on child development, both basic and applied, to bear on social policy, to disseminate that information to the public, to alert the Society's membership to important social policy issues affecting children and the research agenda on child development, and to advocate for science policy and children's policy.

The Committee works with the Governing Council and other committees of SRCD to accomplish these ends. For example, the Committee was instrumental in obtaining funding from the GC for the SRCD Washington office, staffed by Lauren Fasig. This renewed presence of SRCD in D.C will mean that the interests of the Society in science and child policy will be well monitored. In addition, Dr. Fasig's work with the federal agencies and with other national professional organizations means that the SRCD can be positioned to respond to critical issues of science policy that may affect members' research.

Overseeing SRCD's Fellowships in Child Development program is another project of the Committee on CDPPPI. With the able assistance of the D.C. office, Executive Branch fellows have been placed in such agencies as the NICHD, NIDA, Department of Education, and Administration for Children, Youth, and Families. In addition, in collaboration with the D.C. and Ann Arbor offices, the CDPPI Committee was successful in obtaining funding this past year for a Congressional Science Fellowship program.

Dissemination of child development research is another role of the Committee which it fulfills by working with the program committees for the biennial meetings and with media consultants to get the latest research on child development out to the public. In cooperation with SRCD's Publications Committee, the CDPPPI Committee is also responsible for the publication of the Social Policy Report. We would like to express our gratitude to Nancy Thomas, the departing editor of the SPR, for her leadership in developing a Society publication that is a resource for educators, legislators, policy makers, and the public.

The biennial meetings provide an opportunity for SRCD members to learn about social policy as it affects the contexts of children's development. During the past two meetings our Committee has sponsored symposia on the changing policy landscape for children and families such as the implications of devolution and welfare reform, policies on health, child, and foster care, and juvenile crime. Plans for the 2001 meetings include a focus on child development and social policy in a global context and a recognition of the contributions of CDPPI Committee members over the past 25 years. The current efforts of the Committee on Child Development, Public Policy, and Public Information build on the foundational work of past committee members. We are also mindful of the potential of a new generation of scholars and of their commitments to the integration of research and policy that bears on children's well being and development. Thus, the Committee has an active student network and a student representative that insures communication flows between students and Committee members and that new ideas have a platform.

Whether working to improve science policy, policies for children, disseminating research to legis-lators or the public, or sharing information on trends in social policy with SRCD members, the Committee maintains the objectivity and political neutrality that characterize a scientific society such as the SRCD.

Connie Flanagan

Merrill-Palmer Institute (cont.)

situations, research institutes are seen as unnecessary, drawing resources away from academic departments.

So, is there still a need for institutes like Merrill-Palmer, and if so, how should we operate? What should be our focus? Clearly, I believe that institutes of child development are very important. As our population ages, children and the course of development may finally be valued with more than lip service. Our institute will serve as a place for developmental scholars to set aside the political issues and turf struggles that divide the various disciplines that focus on human development. Some departments, for example, do not see human development as a domain of study, but rather as a particular set of methodologies for exploring human behavior, driven by considerations of age. There is a strong press for downward extension of theoretical models developed from research on college student participants. Junior faculty need nurturing, and we can offer a place for assistance, understanding, and guidance that is sensitive to the interests and maturation of developmental scholars. We hope that Merrill-Palmer will be a place for conversation, learning, and the struggle of collaboration about developmental processes and issues that cut across narrow disciplinary boundaries.

It is also important that we consider the political realities of scholarship. Child development is a field with obvious applications and recommendations for improving the human condition.

(cont. on page 3)

Nevertheless, human development is virtually absent from primary school curriculum materials and only minimally studied in secondary schools. Much of the public has little sense of the importance or content of scholarship in our field. This problem is often compounded by scholars' own behavior: it is easier for us to avoid communicating our knowledge with persons other than college students or fellow scholars. We have much to learn about sharing our knowledge with the public and listening to public concerns. These are tasks that researchers can't afford to avoid. At Merrill-Palmer we are working to help scholars learning how to better communicate with the public.

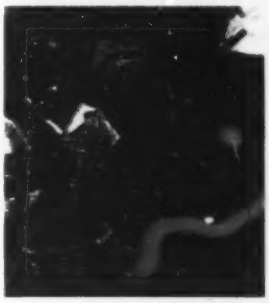
The Merrill-Palmer Institute

As to priorities, Merrill-Palmer is pursuing multiple issues that are particularly important to persons who grow up in urban environments: mental health, education, child care, and their interaction. As topics these are familiar concerns for the public and to faculty members. However, they also apply to scholarly work at WSU ranging from parent-child interaction and early brain development to the study of reading processes, to the social and cognitive aspects of decision-making. We will work on seeing how our scholars' research informs public discussion and policy making on these issues, as we also help expand and strengthen our community of developmental scholars. In doing so, we hope that Merrill-Palmer has taken the best lessons from our history as we look to the future. To learn more about the Merrill-Palmer Institute, see the website: http://www.mpi.wayne.edu.

Rita J. Casey, Ph. D.
Director, Merrill-Palmer Institute
(email: rcasey@sun.science.wayne.edu)

According to a new study, the typical American child spends more than 38 hours a week consuming media outside of school. The study, "Kids & Media @ The New Millennium," examined media use among a nationally representative sample of more than 3,000 children ages 2-18. To order a copy of the full study (publication #1536), the executive summary (#1535), or the appendices (#1537), call the Kaiser Family Foundation's publication request line at 800-656-4533, or visit the foundation's website at: http://www.kff.org/content/1999/1535/.

The Bill and Melinda Gates Foundation will make a five-year, $750 million donation to the Global Fund for Children's Vaccines to support the Global Alliance for Vaccines and Immunization (GAVI), a new partnership that includes the World Bank, the World Health Organization, and the Rockefeller Foundation. According to some public health organizations, as many as four million children die each year of illnesses that could be prevented by timely vaccinations. Officials of the Gates Foundation said their goal is to double the number of children saved from



disease each year. The foundation also recently announced a $26 million donation to the United States Committee for UNICEF to help make tetanus immunizations available to mothers and babies in poor and developing countries. If the organization can raise $100 million to immunize 100 million women, UNICEF believes neonatal tetanus could be eliminated as a health hazard by the year 2005. http://www.unicef.org/newsline/gavi.htm.

JOB OPENING

Department of Child and Family Studies
University of Wisconsin - Madison

Child Development with Multicultural Emphasis. Assistant, Associate, or Full Professor. The Department of Child and Family Studies, University of Wisconsin–Madison, invites applications for a tenure-track faculty position starting August, 2000. Candidates should have active research agendas focused on the effects of race and ethnicity on children's development and the multicultural contexts of child development. We give preference to candidates who bring an ecological orientation to the study of development and who have applied interests (e.g., intervention, prevention, or policy interests related to racial ethnic children). Responsibilities include conducting high quality research, competing for extramural funding, teaching undergraduate and graduate courses, advising undergraduates, and supervising MS and PhD students. Application deadline to insure consideration is February 4, 2000. Send letter of application, vita, and three letters of reference to: Inge Bretherton, Chair, Search Committee, Department of Child and Family Studies, 1430 Linden Dr., University of Wisconsin, Madison, WI, 53706. The University of Wisconsin–Madison is an Equal Opportunity—Affirmative Action Employer. The position is contingent on availability of funding.

NOTES FROM THE EXECUTIVE OFFICE (CONT.)

policy and good practice on issues pertaining to children, youth, and families. Further, the commitment has been to include the perspectives of all relevant disciplines. I believe that we still maintain adherence to these goals, through our publications, biennial meetings, and the active work of our various committees as well as the Governing Council, which is the final authority for all matters pertaining to the Society.

Today the Executive Offices of SRCD include nine people. My commitment is .6 time or approximately three days per week with SRCD. The other portion of my time is devoted to my ongoing research and teaching in the Department of Psychology and in the Center for Human Growth and Development, at the University of Michigan, where I have been a faculty member since 1965. Patricia Settimi is our full-time Deputy Executive Officer. Her responsibilities include management of all departments within the executive offices, including membership, meetings, finance, and the editorial offices of Child Development, Social Policy Reports, and the SRCD Newsletter. See table above for information about other Executive Office staff.

Two important new additions have been made to SRCD during the past year. In July 1999, the Executive Office assumed managerial responsibilities for the Society for Research on Adolescence. Our staff now is responsible for handling membership as well as the biennial meeting, which conveniently occurs in the year opposite SRCD's meeting! Our editorial office for *Child Development* is now handling similar duties for the *Journal for Research on Adolescence* as well.

On September 1, 1999, SRCD opened its Office for Public Policy and Information in Washington, D.C., staffed by Lauren Fasig, Ph.D. and J.D. (See column on the next page.) I wish to thank Alan Kraut and Sarah Brookhart, who have handled our business concerning legislative and federal funding matters so very well for the past ten years through a contractual arrangement with the American Psychological Society. We are now strong enough, financially and in terms of size, to have our own office in D.C. to work on these complex, and often difficult, matters, and we are especially pleased that Lauren Fasig has joined our staff.

Name	Job Title & Time Commitment
Jay Aiken	Managing Editor - Full time
Katy Mack Clark	Editorial Assistant - Full time *Child Development*
Suzanne Kelley	Administrative Assistant - Full time
Angela Dahm Mackay	Membership Coordinator - Full time
Marilyn Siegel	Program Assistant - Full time
Thelma Tucker	Meetings Coordinator - Full time
Meg Erlewine	Editorial Assistant - Half time *Journal of Research on Adolescence*
Six students	Clerical Assistants - 10-20 hrs/wk

In the future, I look forward to telling you about the many and varied activities and accomplishments of the committees and the staff of our Society. I trust that the information provided here is helpful in understanding just what your Society does and how it serves its membership and the children and families who, ultimately, benefit from the work, dedication and accomplishments of its most talented and productive members and staff.

John W. Hagen, Ph.D.
Executive Officer

JOB OPENING

Mt. Hope Family Center
University of Rochester

Postdoctoral Research Fellowship in Developmental Psychopathology: Mt. Hope Family Center, University of Rochester is seeking applications for a full-time, two-year postdoctoral research fellow. The research fellow has the opportunity to engage in research in a number of ongoing studies involving high-risk children, youth, and families. Projects currently focus on child maltreatment (infancy through adolescence) and offspring of mothers with major depressive disorder. Extensive longitudinal databases on high-risk populations afford opportunities for exploring diverse developmental questions. The position requires completion of a doctorate in clinical or developmental psychology or related field. Competence in quantitative methods is desirable.

Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of recommendation to Chair, Search Committee, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608.

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REPORT FROM WASHINGTON

Lauren G. Fasig, Office for Policy and Communications, Washington DC

This column will regularly feature profiles of federal agencies that support child development research. This practice will continue the tradition started by the previous Washington Office, and will provide regular updates of Federal activities to the membership. Additionally, the column will include information about relevant Federal events and happenings as they occur.

The Administration on Children, Youth,and Families

The Administration on Children, Youth, and Families (ACYF) administers the major Federal programs supporting social and protective services that promote positive growth and development of children and their families. These programs provide financial assistance to the States, community-based organizations, and academic institutions to provide services, conduct research and demonstration activities, undertake training and technical assistance, and disseminate information. ACYF is part of the Administration for Children and Families within the Department of Health and Human Services (DHHS). ACYF comprises four bureaus and a cross-cutting office responsible for research and evaluation. The bureaus are: Child Care, Children's, Family and Youth Services, and Head Start.

The Commissioner's Office of Research and Evaluation (CORE) provides scientific consultation, coordination, executive direction, and support for the implementation of the research agendas across the four additional bureaus of ACYF. CORE staff work with collaborators in other parts of the DHHS and Federal government, and with the broader research community, and serve as research advisors to DHHS officials on the successful development of children and families. Research and evaluation activities are funded by the four ACYF bureaus and in collaboration with other funders, such as the Department of Education, NICHD, etc.

The Child Care Bureau was created in 1995 to enhance the quality, affordability, and supply of child care available for all families. The mission of the Child Care Bureau is to promote healthy child development and family self-sufficiency in safe and healthy learning environments. The Child Care Bureau concentrates on consumer education, public awareness, and outreach to the private sector and community services. The Child Care Bureau administers the Child Care Policy Research Consortium, whose purpose is to examine child care as an essential support to low-income families in achieving economic self-sufficiency while balancing the competing demands of work and family life. Research partnerships funded via the Consortium include state child care agencies, university research teams, national, state, and local child care resource and referral networks, providers, parents, professional organizations, and businesses.

"The mission of the Child Care Bureau is to promote healthy child development and family self-sufficiency in safe and healthy learning environments."

The Children's Bureau works with state and local agencies to develop programs to assist children and their families. The Children's Bureau administers nine state grant programs, including: The Title IV-E Foster Care program; the Title IV-E Adoption Assistance program; the Independent Living program; the Child Welfare Services program; the Promoting Safe and Stable Families program; the Basic State Grants program; the Medical Neglect/Disabled Infants State Grant program; the Community-Based Family Resources program; and the Children's Justice Act.

The Children's Bureau also administers six discretionary grant programs, several of which include research components. (1) The Adoption Opportunities program eliminates barriers to adoption and helps to find permanent families for children who would benefit by adoption. This program includes a mandate for research on the nature, scope, and effects of placement of children in kinship care arrangements, pre-adoptive, or adoptive homes. Research on the efficacy of the states' practice of contracting with public and private nonprofit adoption agencies is also supported by the Adoption Opportunities program. (2) The Child Welfare Training program provides grants to non-profit institutions of higher learning to develop and improve education and training programs and resources for child welfare service providers. (3)The Child Welfare Research and Demonstration program funds research, demonstration, dissemination, and technical assistance activities in child welfare, child care, youth development, and child and family development. The grants are intended to address the needs of children in foster care, children in need of adoptive homes, children from poor families who require child care, and vulnerable youth who are runaways or homeless. However, no funds have been appropriated for this program since Fiscal Year 1996. (4) The Temporary Child Care and Crisis Nurseries program assists states in providing temporary nonmedical child care for children with special needs to alleviate social, emotional, and financial stress among these children and their families. This program also provides crisis nurseries for children who are abused and neglected or are at risk of abuse and neglect. (5) The Abandoned Infants

REPORT FROM WASHINGTON (CONT.)

Assistance program provides funds for the development, implementation, and operation of projects that demonstrate how to prevent abandonment; identify and address the needs of abandoned infants; assist in providing residence to these children; recruit, train, and retain foster parents; establish respite care programs; and recruit and train health and social services personnel. (6) The Child Abuse Prevention and Treatment Act Research and Demonstration Projects support research on the causes, prevention, and treatment of child abuse and neglect. This program also provides funds for demonstration programs to identify the best means of preventing maltreatment, treating families at risk for abuse, and for the development and implementation of training programs.

The Family and Youth Services Bureau assists individuals and organizations in providing effective, comprehensive services for youth in at-risk situations and their families. The primary goals of the Family and Youth Services Bureau are to provide positive alternatives for youth, ensure their safety, and maximize their potential to take advantage of available opportunities. The majority of the funds from the Family and Youth Services Bureau support service programs, such as youth shelters, transitional living for homeless youth programs, and the education and prevention grants to reduce sexual abuse of runaway, homeless, and street youth program. However, the Bureau realizes that research plays a critical role in identifying trends, emerging issues, and best practices in the youth services field, and funds projects accordingly. The National Clearinghouse on Families and Youth disseminates the Bureau's research reports.

Lauren Fasig

The final ACYF Bureau, the Head Start Bureau, administers the national Head Start and Early Head Start programs. These programs are comprehensive child development programs focused on the child with the goal of increasing school readiness for young children in low-income families. The Head Start Act requires that a national impact study of Head Start programs be conducted. The Advisory Committee on Head Start Research and Evaluation was commissioned to review existing research and make recommendations for the impact study. The Advisory Committee is comprised of 31 members with expertise in issues related to child development and program evaluation, many of whom are SRCD members. The Report from the Advisory Committee was issued in October of this year.

In September **ACYF made a grant to SRCD to fund Executive Branch Policy Fellows at ACYF over 5 years.** Fellows will be eligible to work in the ACYF Bureaus without an IPA from a sponsoring institution. For more information regarding the Executive Branch Policy Fellowship Program see the SRCD web site at: www.srcd.org.

More information about ACYF, the five Bureaus of ACYF, the Administration for Children and Families, or DHHS can be found at: www.acf.dhhs.gov/programs/acyf/acyf.html.

TOP TEN THINGS THAT CHILD DEVELOPMENT RESEARCHERS WISH FOR IN 2000

[The editorial staff of the SRCD Newsletter traveled to Grand Rapids, Michigan and met with a confidential source close to David Letterman to obtain this special information on the top ten things that child development researchers wish for in the year 2000.]

10. The U.S. will finally ratify the Convention on the Rights of Children.
9. A graduate student will say, "Professor, I love to code data, do SPSS analyses, and organize file cabinets."
8. All countries will realize the importance of attending to children's mental and physical health.
7. IRB's and grant review panels will marvel at the creativity of our research proposals and approve them.
6. Strategies for improving academic achievement will be adopted by schools.
5. Pam Reid will ask me to write an article for the SRCD Newsletter.
4. The spread of AIDS and other infectious diseases will be halted.
3. Parents and school officials will give 100% cooperation to research projects.
2. All families will be caring, warm, and supportive.
1. Sir Michael Rutter will get Buckingham Palace for the next SRCD convention.

Open Positions

Job Opening

Mathematica Policy Research, Inc.

Mathematica Policy Research, Inc., has an opening in its Princeton, NJ office for a Senior Developmental Psychologist with at least 8 to 10 years of experience to take a leadership role in our early care and education area. Applicants must have a Ph.D. in psychology or education, or a Ph.D. in economics, public policy or a related field combined with a research history focusing on issues pertaining to the development and well-being of young children; project management experience; knowledge of policy issues in early care and education; strong research skills in several areas such as program evaluation, quantitative or qualitative analytic methods; experience conducting and analyzing developmental assessments; superb written and oral communication skills; and the ability to work collaboratively in cross-disciplinary teams. More information about Mathematica and details about current and recent projects in early care and education can be found at http://www.mathematica-mpr.com.

MPR offers a competitive salary commensurate with qualifications and comprehensive benefits. Applicants may submit a resume and letter highlighting their qualifications to: Recruiting Committee, c/o Doreen Ambrose, PO Box 2393, Princeton, NJ 08543-2393, e-mail: dambrose@mathematica-mpr.com

We are an equal opportunity employer.

Job Opening

Department of Human Development and Family Studies
University of Missouri - Columbia

The Department of Human Development and Family Studies at the University of Missouri-Columbia is recruiting for the endowed Millsap Professorship of Family Diversity and Multicultural Studies. The department has identified multiculturalism and family diversity as its foci and seeks an individual with expertise in racial and ethnic issues in human development and/or family studies. The starting date for the nine-month position is August 2000. Preferred rank is advanced Associate or Full Professor. Duties include teaching undergraduate and graduate courses; advising undergraduate, masters and doctoral students; conducting an active program of research; participating in the department's new Center for Family Policy and Research; and engaging in university and community service. Women and minorities are especially encouraged to apply.

Review of applications will begin immediately and will continue until the position is filled. Send a cover letter addressing qualifications and interests, vitae, reprints, and 3 letters of reference to: Jean Ispa, Ph.D., Search Committee Chair; Dept. of Human Development and Family Studies; 314 Gentry Hall; University of Missouri-Columbia; Columbia, MO 65211. Questions: E-mail - ispaj@missouri.edu, Phone - (573) 882-2796.

The Department of Human Development and Family Studies at the University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran or veteran of the Vietnam era, or sexual orientation.

OPPORTUNITIES!

JOB OPENING

Mt. Hope Family Center
University of Rochester

Assistant Professor/Research Associate: Mt. Hope family Center, University of Rochester has an opening for a research psychologist with statistical expertise. The center conducts longitudinal, psychological and biological research projects in the area of developmental psychopathology, with special interests in child maltreatment, poverty, offspring of mothers with major affective disorders and bipolar disorders, and other high-risk populations. Primary responsibilities include: taking a leadership role in organizing extensive longitudinal databases and conducting complex statistical analyses, collaborating with researchers in design of new studies, providing statistical consultation to staff and graduate students. Required qualifications include Ph.D. in psychology or related discipline with strong background in quantitative methods and psychometrics. Especially interested in applicants with expertise in structural equation modeling, growth curve modeling, survival analysis, and related statistical techniques with strong skills in SAS, SPSS, LISREL, and EQS. Competitive salary and benefits package.

Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of reference to Chair, Search Committee, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608.

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INITIAL EXPRESSIONS OF INTEREST

Northeast Foundation for Children

Study of the Impact of Improvements in Social Skills
on Academic Achievement

The Northeast Foundation for Children (NEFC) is seeking qualified researchers to be considered as the principal researcher for a study of the impact of improvements in social skills on academic achievement. Interested researchers should submit an Initial Expression of Interest, which would include a resume of the principal researcher, including a list of publications, resumes of any associates who are currently anticipated to participate in the project, and information about the management of any previous research projects.

The Initial Expressions of Interest will be reviewed by a Research Oversight Board on behalf of the NEFC. A detailed RFP will be available in January 2000, at which time an offerer's conference will be scheduled. Researchers expressing interest will receive a copy of the detailed RFP as soon as it is available. Deadline for proposals is February 2000.

The NEFC and the Research Oversight Board anticipate having sufficient funds to conduct research in six schools over a three-year period, schools which begin participation in *The Responsive Classroom*® (http://www.responsiveclassroom.org/) approach during the fall of 2000. Award notifications are expected in March 2000 and contracts will begin in April/May 2000.

Initial Expressions of Interest should be sent to Research Oversight Board, Northeast Foundation for Children, 71 Montague City Road, Greenfield, MA 01301.

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JOB OPENINGS

JOB OPENING

Psychology Department
Claremont Graduate University

The Psychology Department of Claremont Graduate University announces a search for a faculty position in developmental psychology beginning Fall 2000. Candidates must have a strong record of research and publication in developmental psychology with significant research experience in some area of applied developmental psychology and a record of conducting funded research. Primary responsibilities include assuming a major role in our graduate program in applied developmental psychology, teaching, research, and supervision of graduate student research and field experience. This is a nontenure track position with an initial three-year contract and a strong possibility of renewal. Potential salary range up to the rank of Full Professor. For more information about our program, please visit our web site at http://www.cgu.edu/sbos.

Evaluation of candidates will begin October 15, 1999 and continue until the position is filled. Interested candidates should send a vita, personal statement of relevant skills and experiences, examples of two research publications, and teaching evaluations to: Chair, Developmental Psychology Search Committee, Psychology Department, Claremont Graduate University, Claremont, CA 91711

Claremont Graduate University is an Affirmative Action/Equal Opportunity Employer. Minority and women candidates are especially encouraged to apply for this position.

JOB OPENING

University of California
Santa Cruz

Developmental Research Postdoc, University of California, Santa Cruz. Two-year postdoctoral traineeship (post-Ph.D.) in NIH-funded developmental research training program, to begin Summer or Fall 2000. The trainee will develop research of mutual interest with program faculty, focusing on individual, interpersonal, and cultural processes involved in human development in diverse communities and in institutions such as families and schools. Faculty: Akhtar, Azmitia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, Thorne.

Send vita, statement of research interests and career goals, and reprints, and request at least three recommendations to be sent to: Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Applications will be considered March 1 and until filled. Minorities are especially encouraged to apply.

JOB OPENING

Peabody College
Vanderbilt University

The Department of Special Education at Peabody College of Vanderbilt University is seeking candidates for two Open Rank Tenure-Track Positions and one Practice Faculty Position in the Area of Early Childhood Special Education. Applicants who have degrees in ECSE, child development, developmental psychology, early childhood education, or closely related fields; excellent teaching records; commitment to collaborative training with early childhood education and program management expertise are encouraged to apply. Further information regarding these ECSE positions can be obtained from: Ann Kaiser (615-322-8160; or 615-322-8150 ann.kaiser@vanderbilt.edu).

Review of applications will begin on January 15 and continue until all positions are filled. Candidates from under represented groups are especially encouraged to apply.

Vanderbilt University and Peabody College are committed to promoting diversity in the people and programs that constitute our environment.

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SRCD Notices

Attention Members! If you have not yet returned your Directory Information Sheet, please do so by Febuary 29, 2000. Information is now being entered into our database in preparation for production of the 2000 Directory of Members. If you need a Directory Information Sheet or a membership application/renewal form, please use the pull-out page in the center of this newsletter.

The results of our survey concerning a printed directory versus an electronic directory with limited access, provided the following results: 70% of you prefer a printed directory! Consequently, a printed version of the directory will be distributed to all members.

FYI — SRCD will host its own website sometime in the year 2000. Equipment has been purchased and technical consultants are at work setting up our servers. After launching our site, we plan to make the directory available on-line to members only as an additional benefit of membership.

This first issue of the 2000 SRCD newsletter is being mailed to all 1999 and 2000 members. If you are uncertain about your membership status:
(1) Check your financial records before contacting the SRCD membership office—we have about a two-week backlog of forms to be processed.
(2) If you are still unsure of your current status after checking your financial records, fax your request to the membership office (734-998-6569).

The **SRCD Call for Submissions** for the 2001 Biennial Meeting in Minneapolis, MN on April 19-22, 2001 will be mailed in early April 2000. Watch for your copy and share it with colleagues, students, and friends!

Funding Opportunities

Field Initiated Studies Competition for FY2000 — The Office of Educational Research and Improvement, U.S. Department of Education has recently announced its Field-Initiated Studies competition for FY2000. This grant program funds investigator-initiated projects in education research. Although a wide range of topics are supported by this effort, those that may be of particular interest to developmental psychologists include: social and emotional development in early childhood; factors relating to school readiness; emergent and family literacy; the role of parental involvement in their children's learning; effective learning methods for young children; basic and applied research in cognition, learning, and student achievement in school-age children. The deadline for receipt of applications is February 16, 2000. Applications are now available electronically (http://www/ed/gov/offices/oeri/fis) or by calling the Education Publications Center at (877) 433-7827. For further information, contact Delores Monroe, Field-Initiated Studies Education Research Grants Program, OERI, U.S. Department of Education, 555 New Jersey Avenue, NW, room 627, Washington, DC 20208-5531 (Tel: 202-219-2229; E-mail: Delores_Monroe@ed.gov).

(cont. in next column)

APA Block Travel Grant Program— The American Psychological Association has applied to the National Science Foundation (NSF) for support to administer a block travel grant program for U.S. participants in the scientific program of the XVII International Congress of Psychology to be held in Stockholm, Sweden, July 23-28, 2000. NSF funding will be used exclusively for scholars working in areas that are central to the NSF mission—the description, modeling, and development of human mental and perceptual processes, including learning, reasoning, problem solving, concept formation, memory attention, and perception. At least half of the awards will be granted to investigators who are either

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students or within eight years of receiving their doctoral degree. Although APA has not received final word from NSF on availability of funding, applications are now available from the APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002, Tel: (202) 336-6025, Fax: (202) 218-3599; E-mail: international@apa.org.

Obituaries

Robert B Cairns, Ph.D., distinguished professor of psychology at the University of North Carolina, Chapel Hill, died November 10, 1999 in an automobile accident. He was an enthusiastic teacher and exemplary mentor to many students, postdoctoral fellows, and colleagues. Dr. Cairns led the way toward a truly interdisciplinary developmental science that melded ideas and methods from developmental psychology with concepts from anthropology, biology, education, sociology, and the health sciences. Bob's work, although grounded in basic research, reached for solutions to the problems of society and for the betterment of mankind. He earned his undergraduate degree from Pasadena College and his Ph.D. from Stanford and was an SRCD member since 1996.

Marshall D. Schechter, M.D., Professor Emeritus at the University of Pennsylvania School of Medicine died at his home in Wynnewood, PA on October 15, 1999. A noted child psychiatrist, psychoanalyst, and professor, Dr. Schechter's main areas of expertise were child and adolescent mental health issues and adoption. He earned his undergraduate degree from the University of Wisconsin and his M.D. from the University of Cincinnati, and was a member of SRCD since 1964.

ANNOUNCEMENTS

Meetings

Child Welfare League of America will hold its annual conference, "Children 2000: Faces of the Future," at the Grand Hyatt Washington in Washington, DC from March 1-3, 2000. Also at the Grand Washington Hyatt, the Black Administrators in Child Welfare (BACW) 2000 Annual Symposium will be held February 28-29, 2000, and the Managed Care Institute and Child Mental Health Division Spring Symposium will be March 3-4, 2000.

Society for Research on Adolescence — The Eighth Biennial Meeting of SRA will be held at the Fairmont Hotel in Chicago, IL. from 12:00 noon on Thursday, March 30, through 11:50 a.m. on Sunday, April 2, 2000. Presessions are scheduled from 8:00 a.m. to 12:00 noon on Thursday. For additional meeting information: socresadol@umich.edu, or the website: www.personal.psu.edu/nxd10/peersig.htm.

The Conference on Human Development will hold its 16th biennial meeting April 14-16, 2000, at the historic Peabody Hotel in Memphis, Tennessee. Keynote speakers will be Nicki Crick, Robert Emery, John Ogbu, and Peter Ornstein. For further information, email: CHD2000@mail.psyc.memphis.edu or visit our website: http://www.psyc.memphis.edu/chd/chd2000.htm.

Boston University School of Medicine announces its conference on Current Clinical Pediatrics to be held April 17-21, 2000 at Hilton Head, South Carolina. See the website: http://www.bumc.bu.edu.busm/cme.

BREAKOUT, the National Biennial Conference on Innovations in Psychosocial Rehabilitation (PSR) and Deafness, will be held May 11 through May 13, 2000, at the Marriott Airport Hotel, St. Louis, Missouri. The conference theme is "Gateway to a Culturally Affirmative Millennium." Conference information, is available on-line at http://www.modmh.state.mo.us/deaf/break2000.htm. For additional information, contact Ben Karlin (mfkarlb@mail.dmh.state.mo.us), 5300 Arsenal St., St. Louis, MO 63139; phone (314) 644-8270.

The 3rd International Summer Institute on Developmental Science will be held May 11-18, 2000 in Chapel Hill, NC. Several scholarships are available. Contact the Center for Developmental Science (100 E. Franklin St., CB #8115, UNC, Chapel Hill, NC 27599-8115). Applications are due by February 15, 2000. Fax (919) 966-4520 or e-mail to devsci@email.unc.edu. Internet: www.cds.unc.edu.

NIDA - NIMH Conference — Assessing the Impact of Childhood Interventions on Subsequent Drug Abuse, a NIDA - NIMH conference to develop research on the impact of mental health treatments for childhood psychopathologies on later risk for drug abuse, May 23-24, 2000, Washington, D.C. For registration information contact, Mildred Prioleau, Management Assistance Corporation, 301-468-6008, mprioleau@MAC1988.com.

7th Biennial Conference on Adolescent Development — European Association for Research on Adolescence (EARA) announces the 7th Biennial Conference on Adolescent Development to be held May 31 to July 4, 2000, in Jena, Germany. For more information, contact Rainer K. Silbereisen, Email: svs@uni-jena.de, or check out our web site www.eara2000.uni- jena.de.

The Society for the Psychological Study of Social Issues' 2000 Convention will be held on June 16-18 at the University of Minnesota campus. The theme, "Social Issues in the 21st Century: Setting the Agenda," focuses on work that has implications for society in the next century. Contact: SPSSI Central Office, P.O. Box 1248, Ann Arbor, MI 48109-1248, phone: 734-662-5607, or email: spssi@ spssi.org.

Syracuse University, College for Human Development and Division of Continuing Education present the 24th Annual Quality Infant/Toddler Caregiving Workshop, directed by Dr. Alice Honig, on June 19-23, 2000, from 8:30 a.m. to 4:30 p.m. Inquiries to: (fax) 315-443-4174, (e-mail) PartTime@uc.syr.edu, (phone) 315-443-3273.

Requests for Nominations

Eleanor E. Maccoby Book Award Nominations — Nominations are requested for the Eleanor E. Maccoby Book Award to be presented by Division 7 of APA in the year 2000. Books published in 1999 that were or promise to have a profound impact on developmental psychology are eligible. Edited volumes are not eligible. Self-nominations are permissible. Please provide the title, author(s)'s full name(s), publisher, and publisher's address, if possible, along with a brief description of the book and capsule summary of its importance to understanding the psychology of human development. Please send nominations to Lois Bloom, lmb32@columbia.edu, before January 15, 2000.

Merrill-Palmer Quarterly Editor Search — Wayne State University Press is soliciting nominations for the editorship of the Merrill-Palmer Quarterly: Journal of Developmental Psychology (MPQ) to succeed Carolyn U. Shantz, who will retire as editor June 1, 2000, after 20 years of service. Qualifications include a breadth of knowledge of the field, interest in communicating that knowledge and ideas with others, and demonstrated writing and editorial experience, preferably with scholarly books and journals. The term for the editorship of the MPQ is open and subject to negotiation. The position requires a substantial time commitment, a strong sense of organization, and the ability to meet deadlines. Please send nominations and a brief description of qualifications to: Arthur B. Evans, Directory, Wayne State University Press, 4809 Woodward Ave, Detroit, MI 48201. E-mail nominations are welcomed: arthur.evans@wayne.edu.

Important Notice

- Journals are not forwardable. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
- Contact the SRCD Membership Office (Tel: (734) 998-6524; Fax: (734) 998-6569; E-mail: srcd@umich.edu) if you have concerns or questions regarding your publications or your membership.
- Membership applications are available on SRCD's website.

Change of Address Notification

Name: _____

Mailing Address: _____

_____

_____

Phone: _____

Fax: _____

E-mail: _____

Send to: SRCD Membership, University of Michigan, 505 E. Huron - Suite 301, Ann Arbor, MI 48104-1522.

**** Visit SRCD's website (www.srcd.org). ****

Society for Research in Child Development
University of Michigan
505 East Huron - Suite 301
Ann Arbor, MI 48104-1522

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Society for Research in Child Development
NEWSLETTER
Volume 43, Number 2
Winter 2000

SRCD

Notes from the Executive Officer

In the last issue of the SRCD Newsletter, I briefly reviewed some aspects of the history of the Society and the current structure and organization of the executive office. Here I want to share my thoughts on the critical importance of professional organizations and how their purposes and roles evolve and change over time.

Most of us belong to several associations, the majority of which are discipline focused. Since the majority of SRCD members' primary disciplinary affiliation is psychology or child development/human development, their memberships undoubtedly overlap with associations such as APA, APS, NCFR and AERA. Each association, however, serves specific purposes and multiple memberships should be viewed as positive. SRCD is unique in that its commitment is to fostering research and implementation of research on children and families from the perspectives of all relevant disciplines. I believe we do this very well, through our publications, biennial meetings, the work of our several committees, our office in Washington, DC, and our membership in and affiliations with many other professional and advocacy organizations.

In my role, I often receive questions and hear criticisms of various aspects of the Society. The contents of the publications are too broad or too narrow, the meetings are too large and contain too much (or not enough) programming–in various disciplines, or on public policy, and the members are not involved enough in the decision making

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The Hidden Disabled Among Us

Deborah Coates

The President's Committee on Mental Retardation and John F. Kennedy, Jr.'s Reaching Up Foundation, in partnership with the Office of Child Support Enforcement, hosted a conference, February 23-24, 2000, on *Poverty and Disability: A Call to Action* at which these comments were presented in a plenary session. A major concern shared, among the Conference planning committee, was including a focus on how we might be failing to identify persons with mental retardation. This plenary session was devoted to helping us to think about the "hidden" disabled among us.

Population Estimates of Mental Retardation: Are We Reaching the Children We Need to Reach?

The Individuals with Disabilities Education Act (IDEA) requires participating states to serve all infants, toddlers, and

(cont. on page 8)

Mark Your Calendar!

Aug 1	Deadline for all submissions for SRCD 2001 Biennial Meeting

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COMMITTEE REPORTS

SRCD Students Speak: Students Have an Interest in Policy

Anthony Salandy

Developmental researchers realize that information about children's well-being must get into the hands of policy makers and program developers. With this recognition, faculty, students, and practitioners have injected policy into their work at increasing rates. The focus on policy is evident in the work of The SRCD **Graduate and Young Professional Policy Network**, a growing network of individuals committed to giving science away. We believe that students and young professionals in disciplines linked to child development are well on the way to making the lives of children better through a number of creative initiatives, such as the research and policy training connection.

The Research and Policy Training Connection is a newly established web page, the goal of which is two-fold. First, the web page is designed so that network members can learn about policy issues and the policy field in general. Second, the web page is designed to link SRCD members with others similarly interested in the connection between policy and child development. Through the Connection a network will develop that we hope will grow with time and use.

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Publications Committee

Lynn S. Liben, Chair

The continuing members of the Publications Committee (PC) are John Hagen (Executive Officer, EO); W. Andrew Collins (Secretary), and Lynn Liben (Chair), Charlotte Patterson, and Ted Wachs (terms: 1997-2001); new members are Mark Appelbaum, Susan Campbell, and Deborah Johnson (terms: 1999-2003). In addition, nonvoting members of PC include editors of SRCD publications: Marc Bornstein, Neil Salkind, Willis Overton, Pamela Reid, and Lonnie Sherrod.

The primary activities during the past year represent continuations of discussions and recommendations from the April, 1999 meeting. These include: (a) the search for a new Editor of *Social Policy Report (SPR)* and clarification of editorial term; (b) the search for a new Editor of *Child Development (CD)*; (c) consideration of simultaneous

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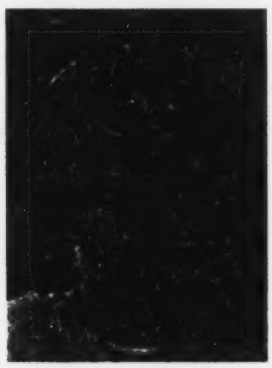
Report from the 2001 Biennial Meeting Program Co-Chairs

Charles A. Nelson and Grazyna Kochanska



Preparations for the 2001 SRCD meeting are progressing well. The Program Committee has almost finalized the invited program. We are preparing for a 10% increase in submissions. To that effect, we have recruited a larger number of reviewers for the 23 panels. The Call for Submissions will be distributed in April; the **POSTMARK DEADLINE FOR ALL SUBMISSIONS is August 1, 2000**. The following scholars have accepted our invitations.

Invited Address:
Frans de Waal, Emory University

Master lectures:
Steven Pinker, Cornell Medical School
Jerome Kagan, Harvard University
Susan Gelman, University of Michigan
Annette Karmiloff-Smith, Institute of Child Health, London
Dante Cicchetti, University of Rochester
Dan Slobin, University of California - Berkeley

Invited Symposia:
Geraldine Dawson, University of Washington
Ross Thompson, University of Nebraska
Laurence Steinberg, Temple University
Megan Gunnar, University of Minnesota
Richard Aslin, University of Rochester
B. J. Casey, Cornell University
John Bruer, President, J. S. McDonnell Foundation
W. Andrew Collins, University of Minnesota

Behavioral Science at the National Institute of Mental Health

Lauren G. Fasig, Office for Policy and Communications, Washington, D.C.

This column will regularly feature profiles of federal agencies that support child development research. This practice will continue the tradition started by the previous Washington Office, and will provide regular updates of Federal activities to the membership. Additionally, the column will include information about relevant Federal events and happenings as they occur.

The National Advisory Mental Health Council, the advisory group to the National Institute of Mental Health (NIMH) formed the Behavioral Science Workgroup to examine the role of behavioral science at NIMH. The Workgroup offered its report, "Translating Behavioral Science into Action" at the February Council meeting. The report focuses on ways to enhance the potential contributions of behavioral science research in order to reach NIMH's public health goals in the 21st century. The Workgroup states that the field of behavioral science clearly has much more to offer in mental health. According to the report, "Many findings that might inform interventions have not yet been applied in the clinical and services domain; others remain to be explored and developed."

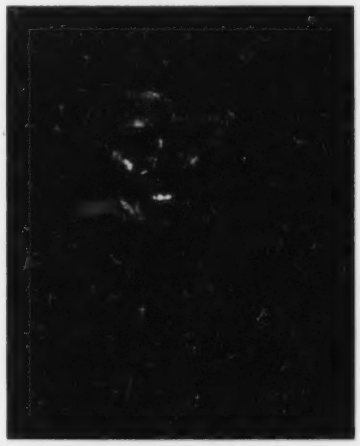
The Workgroup further suggests that four major communication barriers interfere with the application of behavioral science research findings to clinical care and services. These barriers include: Communication and collaboration between basic scientists and clinical services researchers; engagement by the scientific community in research identified as important by consumers and providers; development, dissemination, and use of essential research tools and methods for translational research; and sharing of research findings with other scientists and consumers. To overcome these barriers, the Workgroup offered 12 recommendations in 3 priority research and funding areas.

The first priority area is basic behavioral processes in mental illness. The Workgroup asserts that it is essential to understand how basic and behavioral processes, such as development, cognition, emotion, motivation, personality, and social interaction are altered in mental illness. Also, it is imperative to know how these processes relate to neurobiological functioning and the implications of alterations in these processes for etiology, diagnosis, prevention, and treatment of mental illness. NIMH is urged to fund research to develop methods for assessing basic behavioral processes, to assess how interventions affect basic behavioral processes, to evaluate these processes as indicators of risk for the development of mental illness, and to adopt an interdisciplinary approach to understanding, preventing, and treating mental illness.

Functional abilities in mental illness, the second research priority area, includes understanding how mental illnesses and their treatments affect the abilities of individuals to function in diverse settings. Understanding contextual influences on mental illness and its care is the third research priority. The report highlights the need for additional knowledge about the social and environmental effects on the etiology, prevention, and treatment of mental illness, and emphasizes consideration of context at the individual, sociocultural, and organizational level.

The Workgroup acknowledges that the three priority areas are central to the core mission of NIMH, although research in these areas is lacking in the NIMH portfolio. The report suggests that too few researchers are working to bridge across basic, clinical, and services research and that not enough scientists work in interdisciplinary collaborations to move research advances into care, service delivery, and policymaking. The Workgroup recommends that all of the priority areas need a systematic, phased approach to development that assess their current status, their potential contributions, and the steps needed to realize those contributions. To accomplish this, the Workgroup offers an action plan. Their recommendations include: establishing behavioral science research as a priority funding area for NIMH and developing a coherent strategy for its systematic development; developing innovative approaches to supporting the research; providing an infrastructure for new research and encouraging interaction across basic, clinical, and services research; training researchers at all career levels to conduct translational research; and stimulating and disseminating methods to improve the capacity for research translation.

The report was unanimously approved by the Council and was enthusiastically accepted by Steve Hymen, Director of NIMH. The Institute expects to release the final report by May 2000. The report will be available on line at: www.nimh.nih.gov/council/bswreport.pdf.



Lauren Fasig

Among the functions of this new Connection are the "Policy Issues" section that provides information and highlights various policy-relevant issues. For example, the web page showcases executive policy summaries on child-care, child abuse and neglect, education, poverty, welfare reform, and many more. We hope eventually to provide coverage of these issues on the federal, state, local, and international levels.

There is also the "Syllabi and Bibliography" section, and the "Link" section of the web page. The Syllabi and Bibliography section lists syllabi from policy classes developed by professors across the country. Syllabi from classes such as Theoretical Perspective in Public Policy, The Craft of Policy Analysis, Poverty and Policy, Social Problems and Social Policy, Public Policy and the Black Community, and Risk and Resilience in Children and Families - Implications For Public Policy are listed. These syllabi give academicians as well as students an opportunity to see how others are constructing their policy courses. In the future, this section will also showcase current reading lists in child and family policy.

The Link section will provide web addresses to a number of formal policy organizations (e.g., NGO, think tanks, governmental, institutions and centers). In addition linkages to other student oriented policy networks (e.g., APA Policy Network and Careers in Child and Family Policy website) are provided. Our intention is to foster a greater understanding of the policy process among students and professionals.

Finally, graduate students and young professionals will be able to network with each other through the use of the "Student Directory," the "Placement," and the "Conference" sections. The Student Directory section allows us to develop a list of members as people register on the website. Members' profiles (e.g., discipline, institution and department) as well as their policy interests will be highlighted. The information will be private/internal only for use by SRCD members registered on the policy network. The Placement section will list current faculty, civilian, think tank, and government job openings in the child and family development and policy field. This section also will list internships, fellowships, and postdoctoral positions. We hope that young professionals and students will find this section helpful when considering employment and experience opportunities.

The Conference section will make announcements of upcoming children and policy conferences as well as calls for papers. We will continue to solicit information from organizations that are planning conferences in order to post their conference information on the network policy page.

In the future, the network hopes to start an online student policy journal published at the website to offer network members an opportunity to publish their social policy work. Network members will serve as editors and reviewers.

To register for the network, go to the following URL: www.auburn.edu/~salanad/ppsn.html. You will have to register for the network by clicking on the registration link in order to access ALL the pages of the network (this includes the students directory and placement section). Once you register by submitting your profile to the network on the registration page (IMPORTANT: When you register you will be automatically giving the network consent to list your profile in the student directory), a user ID and password will be mailed to you within 24 hours. Once you receive your user ID and password, you may then return to the registration page to access the student directory and placement section. You will then be able to navigate through the entire site.

The website administrator is Anthony Salandy. He is a Southern Regional Education Board Doctoral Candidate in the Department of Human Development and Family Studies at Auburn University. He has served as a legislative aid, policy analyst and lobbyist. His research interest centers on the function of ethnic identity in the lives of families of color. He currently is the student liaison to the SRCD Committee on Child Development, Public Policy, and Public Information.

Notes from the Executive Officer

(cont. from page 1)

or in the work of SRCD. I shall not try to address these issues here, but rather reiterate my general reply: We are a relatively large and diverse organization made up of over 5,300 members including over 1,300 students and almost 900 members from countries outside of the U.S. In addition, the diversity of disciplines and professional positions occupied by our members is truly impressive. Thus, it is not possible to serve everyone's particular needs in exactly the way they desire. We do, however, hold common goals, and we continue to work to achieve them. Yet our members are extremely loyal and continue to support our good work. We are pleased to recognize that other organizations provide supplemental services to our professional work and that they may develop functions and services that SRCD may not be able to do. However, our mission continues to be clear and focused on the needs of children and is highly relevant to the concerns of researchers, practitioners, and the public. The SRCD governing council and committees work hard to remain true to our goals yet be flexible to change with initiatives from within as well as pressures and challenges from the outside.

In future columns, I will try to address some of the challenges and changes. I welcome input from members concerning the organization and future directions of SRCD. Please write or email me at jwhagen@umich.edu.

Publications Committee

(cont. from page 2)

publication of SRCD Monographs as books and other matters pertaining to the transition to a new editor; (d) exploration of electronic publishing of one or more SRCD journals. (Note: As agreed at the April 1999 PC meeting, Central Office rather than a Search Committee handled the identification of the new Editor of the *SRCD Newsletter*. This procedure proved to be highly successful, resulting in the appointment of Pamela Trotman Reid as the new Editor.

A number of new issues were raised either by SRCD Central Office or Editors during the past year. These were handled in consultation with the PC Chair on an interim basis. Issues in need of further Committee deliberation include: (a) policy concerning web-posting of articles submitted to or accepted for publication in SRCD publications; (b) a request from Blackwell concerning a proposal for a new journal.

Finally, communication among members of PC led to a discussion of a possible Policy and Procedures Manual for the Committee that could help to clarify its role. A procedures manual could also outline expectations and responsibilities. PC anticipates further discussion of this matter at the Spring 2000 meeting. In addition, Central Office has been continuing to work toward creating written contracts to clarify mutual rights and responsibilities of SRCD and Editors. These draft contracts will also be discussed at the Spring 2000 meeting.

At the next meeting the Committee will also expect a report from each editor. Current editors include: Marc Bornstein (*Child Development, CD*), Willis Overton (*Monographs of SRCD*), Neil Salkind (*Child Development Abstracts and Bibliography, CDAB*), and Pamela Reid (*SRCD Newsletter*). The report on *Social Policy Report, SPR* will be provided by outgoing editor Nancy Thomas.

Editor Searches

Search for Editor of SPR

The search committee members were: Charlotte Patterson (Chair), Jack Shonkoff, and Steve Resnick. Nominees were asked to write a brief vision statement for SPR and to submit a vita. From these names, the Search Committee recommended that the Editorship be offered to Lonnie Sherrod. The Search Committee's recommendation was forwarded to PC which accepted the recommendation. It was, in turn, forwarded to Governing Council (GC) where it was approved.

As part of the current search, GC established (for the first time) a 6-year editorial term for *SPR*, which will now be comparable to those of *CD* and *Monographs*.

Search for Editor of CD

A search committee for the editor of *CD* was appointed in April 1999 and is currently in the process of reviewing candidates. Search committee members are: Theodore Wachs (Chair), Mark Appelbaum, and Deborah Johnson.

Monographs of SRCD

During the past year, the transition process from outgoing Editor Rachel Clifton to incoming Editor Willis Overton has begun. Discussions with Blackwell concerning publication of each *Monograph* as a separate book led to a decision that all could be routinely published as books with minimal expense. Bill Overton has been working with Blackwell on a new cover design for the *Monographs*.

Electronic Publishing

Considerable discussion at the April 1999 meeting was devoted to the continued utility of publishing *CD Abstracts* in light of the availability of other databases, as well as what form *CD Abstracts* should take if they were to continue. It was agreed that it would be useful to gather information about members' preferences for receiving print versions versus electronic access. The membership renewal form thus included a request for this information. Central Office will provide information on responses at the Spring 2000 meeting. In addition, Central Office has also been gathering information from other societies to aid PC discussions and recommendations about electronic publishing of other SRCD journals.

Web-Posting of Articles and Proposal for a New Journal

In late 1999, an inquiry from an author was received in the *CD* office concerning posting an article on a website. Discussions among the Managing Editor, EO, and PC Chair, aided by information collected from APA, led to establishing an *interim* policy stating that papers posted on a website would be considered as published, and thus would not be eligible for consideration for publication in *CD*. The interim policy, background correspondence, and a copy of the APA official web posting policy will be discussed at the Spring, 2000 meeting. There will also be a discussion of a request by Blackwell Publishers for SRCD to sponsor a new journal.

From the Editor

The Newsletter is published four times a year: **Submissions for the summer issue must arrive by June 1, 2000.** Contact the editor, Pamela Trotman Reid, by phone (734) 764-9537, fax (734) 764-9533, or e-mail pamreid@umich.edu.

William Kessen
1925-1999

Developmental psychology lost a guiding beacon when William Kessen died at the age of 74 on February 13, 1999. He was among a handful of giants who propelled the field to stature from the early 60s onward. Happily, his students honored him and recounted his influence in *Contemporary Constructions of the Child: Essays in Honor of William Kessen* (Kessel, Bornstein, & Sameroff, 1991), where they and he told the story of his life and followed his own dictum: "Write it down."

His empirical research bridged between the behaviorist era and the cognitive revolution as Bill pioneered imaginative techniques to explore the motivational, sensory, and perceptual capabilities of human infants. Trademarks of his work were insistence on remarkable precision and the assumption that infants brought an organization to their worlds, in opposition to a dominant view that only the world organized the infant. Much like Piaget, he sought the roots of the human cognitive world through his research on limb movement, sucking and looking in early infancy, and establishing a foundation for several generations of researchers. Through his seminal SRCD Monograph (Kessen &Kulhman, 1964), he played a major role in re-introducing Piaget to the English-speaking world and promoting the value of his insights. At the same time that he insisted on unusual laboratory rigor, he engaged in conceptual work that did not fit the traditional mode of "scientist" in the 1960's terms.

Bill's breadth was staggering. In addition to his empirical and theoretical contributions, he was also a historian, a philosopher of science, and an evangelist for child psychology. As historian, he published the insightful and charming recount of changing cultural views of the child over recent centuries, supporting his enduring view that the "child" is a relativistic cultural construction (Kessen, 1965). As a philosopher of science he published with George Mandler, *Language in Psychology* (1959). In *The Rise and Fall of Development* (1990), he provided insights and questions about prevailing theory in developmental psychology and its gradual absorption into the broader field of psychology, particularly with the decline of grand developmental theory. As evangelist, he led the first delegation in child psychology to China in the 1970's after diplomatic relations were re-established and edited *Childhood in China* (1975).

Bill received his B.A. from the University of Florida where his articulate and sonorous voice and impish humor found expression in his role as the school's radio announcer. Following an interruption in his undergraduate studies to serve in WWII he returned to Florida, electing a career in psychology over history. Two years of graduate work followed under Gregory Kimble at Brown University where Bill found a lifelong companion in fellow student, Marion Lord. When Kimble moved to Yale, Bill and Marion went with him and began a career commitment to that venerable institution. Following an S-R dissertation under Kimble, Bill took a postdoctoral position with Käthe Wolf, from whom he learned the subtleties of Piaget and psychoanalysis in line with his interest in motivational systems.

In 1954, Kessen was appointed Assistant Professor at Yale where he ultimately became the Eugene Higgins Professor of Psychology and a mainstay of child development at Yale for almost four decades. Only sabbaticals, at the Center for Advanced Study in the Behavioral Science as a fellow and in Florence, Italy (his "other country"), in part, as a Guggenheim fellow, interrupted his life at Yale. Bill was also a fellow of the AAAS and APA, served as President of Division 7 of APA, and received the Award for Distinguished Contributions to Education in Child Development from SRCD (posthumously, 1999, but announced during his life).

A dedicated university citizen, Bill served as Chair of Psychology from 1977-1980, Acting Secretary of Yale in 1980, and acting Master of Calhoun College in 1989 (one of Yale's residential colleges,) where he was also a fellow. One of Bill's greatest joys was to host a campus tour, effortlessly reciting dates, identifying architects, and recounting tales behind the construction of various buildings.

Kessen spawned generations of scholars in infancy, childhood, perception, language, psychopathology, emotional and social development, day care, and social policy. He was generous with his wisdom, time, and personal support, and won undying loyalty from his students. Writing with Bill was a special experience, as words had paramount significance. To paraphrase Bill: "Necessary suffering precedes any written work of value." He taught his students the power of words and the impact of verbal precision.

A model of balance, Bill was also a fulfilled teacher, university citizen, husband, and father. Throughout his career, he avoided detachment from undergraduates, taking special pride in the teaching of introductory psychology. His playful, sometimes devilish

(cont. on page 7)

Beverly Ione Fagot
1938-1998

Beverly Fagot, known for her research on social development, died on March 27,1998 of breast cancer. Among the pioneers in gender research, she earned her doctorate in psychology from the University of Oregon in 1967. At the time of her death, she was a Professor of Psychology at the University of Oregon and a Research Scientist at the Oregon Social Learning Center. A fellow of APA and APS and a member of SRCD, Fagot served on several editorial boards, including the Board for *Child Development* and scientific review panels for NICHD, NIMH and NSF. She authored numerous scholarly papers and, at the time of her death, had 20 papers in press or submitted. She was also working on two projects, on the Origins of Mental Health in the Family and on the Process of Fathering. Fagot was a mentor to many masters, doctoral, and postdoctoral students.

Over a career that spanned thirty years, Fagot conducted research on a wide range of topics. Fagot's interest in gender and sex-role behavior emerged early with her dissertation on the relation of child gender and social behavior in a nursery school setting. Her deep and abiding interest in this topic, along with a commitment to observational methods, led to studies that helped define this area. Fagot showed that parents, in addition to modeling sex-role behaviors for their children, play an active role in organizing children's sex-role behaviors by rewarding what they consider sex-appropriate behaviors and criticizing cross-sex behaviors. Fagot also demonstrated that sex differences in children's aggression appear as early as the second and third years of life, that children who develop gender identity early (before 27 months) engage in more gender-typed play than children who develop gender identity later in childhood, that children respond more to feedback from a same-sex child, and that boys who deviate from sex-stereotyped play norms experience more ridicule from peers than boys who adhere to these norms.

In addition to her research on gender, Fagot conducted research on attachment, temperament, peer relations, childhood aggression, family processes and child adjustment, the effect of physical abuse on development, parent-child problem solving, social referencing, and children's perspective taking. Recently, she began investigating the parenting behaviors of a sample of antisocial boys who had, as teens, participated in the Oregon Youth Study. This project directed her attention toward the intergenerational transmission of parenting behaviors, work she felt held much promise for increasing our understanding of the emergence and organization of antisocial behavior in the family.

Summing up a colleague's life by describing research contributions is one way of recognizing the legacy that a person has left to the field. For Beverly Fagot, this legacy is rich indeed. But I must also mention that those of us fortunate to have known and worked with Bev will always hold dear her contagious enthusiasm, insatiable curiosity, good humor, unwavering dedication, and, above all, her truly collaborative spirit. Beyond the academic sphere, Bev Fagot lived a responsible and caring life, involved with community agencies that worked directly with children. She is survived by a loving family: her husband of 38 years, Robert Fagot, a professor of psychology at the University of Oregon, two sons, a daughter-in-law, a granddaughter, her parents, and a sister.

Mary Gauvain
University of California, Riverside

William Kesson, Memoir
(cont. from page 6)

nature would emerge, for example, when he used a visually provocative TV episode of Batman to support his lecture on Freud's concept of the unconscious. His proseminar in developmental psychology was legendary, and many of us attended multiple years.

Family life was a great joy for Bill. Marion and he parented three girls, and then decided on a last-ditch attempt for a boy. The announcement that Marion was pregnant with triplets (all boys) when Bill and Marion were entering their 40's still rings in our memories, as does the broad smile on Bill's face – always the optimist. Most of the growing up of the family took place in Branford, Connecticut, in a house only a block from the ocean. Bill and Marion shared the warmth of their home and family graciously with students and colleagues. Surviving Bill, in addition to his wife, are his three daughters, Judy, Debby, and Anne, and his triplet sons, John, Peter, and Andrew.

We shall miss Bill and are grateful that we had the opportunity to be guided by this special scholar, teacher, friend, husband, and father.

Marshall M. Haith,
University of Denver
Arnold Sameroff,
University of Michigan

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preschoolers who have developmental delays or disabilities. At their discretion, states may also serve at-risk infants and toddlers. Virtually all states do so for infants and children and yet some states do not serve toddlers appropriately. Are we reaching the infants and toddlers that we need to reach according to the number of potentially eligible children we can estimate should be served? And, who are these children?

Frank Bowe, in a recent article for the *Journal of Special Education*, provides some important estimates to answer these questions. These estimates help us to identify other sources for finding hidden or invisible young children with developmental disabilities. Bowe conducted a follow-up study to the 1990 census, based on 30,000 households, and reported that approximately 851,000 children have disabilities or conditions leading to functional limitations. Since this is only an estimate, the actual number may be as low as 744,000 or as high as almost 1 million children. These children represent almost 3.6 percent of all children from birth to age five. Of this group about 30 percent are under age 3. One out of 8 is classified as severely disabled due to parent-reported autism, cerebral palsy, or mental retardation. Eighty percent received some therapy or diagnostic services designed to meet their needs. This represents only 72 percent of all infants and 85 percent of all toddlers needing services. Clearly there are some outreach gaps.

This study also provides some important demographic information. Half of these children lived in families with incomes under or very near the low-income threshold for a family of four with two children during October 1991 to January 1993. It was determined that 35 percent of the children, birth to five years, with disabilities were in families under the low-income threshold and another 15 percent were in families very near this threshold. On the other hand about 12 percent of children needing services were from families with incomes over $42K per year. These statistics suggest that we should look more thoroughly among the very youngest and poorest children for disabilities, because almost 20 percent of children needing services do not get them.

What Are the Major Points of Intervention that our Experts Have Identified?

As we consider where we might be failing to identify disability and, in particular, mental retardation, we don't want to overlook the "obvious" places. So, we should look among populations of children for whom experts have developed major intervention strategies based on particular biological or environmental insults that make them particularly vulnerable for mental retardation. Our experts have developed interventions to deal with these problems: disadvantage and poverty, newborns in intensive care units, newborns born LBW, infants and children with neuromotor problems, newborns exposed to alcohol and other drugs, maltreating parents, parents with mental retardation who may be neglectful, and children with HIV infection.

Psychological Vulnerabilities of Crime Suspects

There is a growing suspicion that many adult suspects arrested by the police are intellectually disadvantaged and may have mild intellectual disabilities. During police interviews these men and women may be seriously disadvantaged because of this disability and may even confess to crimes which they did not commit. In England, Wales, and Scotland it is recognized that people with intellectual disabilities may be vulnerable. Guidelines are provided in these countries for the police so that persons with mild or more serious intellectual impairment must be interviewed in the presence of an independent person such as a relative or paid caregiver. This person must not be the suspect's legal advisor, and this person is expected to monitor the interview, to ensure that it is conducted fairly, to advise the suspect and facilitate communication between the challenged suspect and the authorities. Evidence from an interview at which no independent person has been present, may be excluded by the court.

These people are especially vulnerable because: (a) they have limited understanding of legal rights, including the cautions intended to safeguard suspect rights; (b) they are susceptible to acquiescence, suggestibility, compliance and confabulation during interviews; (c) their decision-making processes do not serve to protect their rights during interviews.

This pressing, practical problem is a major area for discussion and research. Isabel Clare in the UK is developing a protocol of questions that police officers can use which seems to help identify suspects with intellectual impairment and it does not seem to have been abused by suspects who are not impaired. This work is in progress. We have experts at this conference who are considering this issue.

Welfare-to-Work Families

There are lessons about disabilities that we are beginning to learn from families leaving welfare in NYC. There are also a number of evaluations from welfare to work programs and findings from basic research on children and families to anticipate the implication for children of the 1996 Federal welfare legislation. This research has been reviewed by Martha Zaslow and her colleagues at the Foundation for Child Development. Sheila Smith, at New York University Forum on the Family, has also participated in this review.

There seem to be some clearly negative outcomes for family life and for children associated with this transition. It also may be that developmentally at-risk or delayed children are affected most negatively when family life characteristics deteriorate. It seems that only half of families leaving welfare are actually working and there is evidence of some persistent poverty among these

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low-income New Yorkers. Lack of affordable childcare is a most glaring problem. Only about 8 percent of parents who need child care have it. Lack of health insurance and a lack of diagnostic and prevention services are also major problems. Families reviewed in these surveys are often unaware of transitional Medicare services and other supports available to them. Thinking back to our overarching model we must consider how these stressors might be related to mental retardation as a child outcome.

Parents with Learning Disabilities

Assessing parenting competence is a complex and sensitive topic for our field. We have shifted our opinion about the reproductive rights of persons with mental retardation so there are more persons with mental retardation who are parents. These parents remain largely hidden from "intervention" view, often by choice. There is about a 40 percent chance that a child of a retarded parent will be retarded. This may be attributable to some large extent to lack of parenting competence among this group and the fact that they fear having their children taken away, thus they do not seek intervention services and support.

Retarded persons certainly are not the only group among which you might find incompetent parents but they are especially vulnerable to the challenges, stresses and educational demands of parenting. All parents can be helped to improve their parenting skills. We understand the features of the environment that are most likely to encourage school success. We also know from simulation studies conducted by McDermott and Altekruse in 1994, that medical interventions are not likely to change the rate of MR as dramatically as reducing the number of children in poverty. Why does this change the rate? Probably because this helps to change the child's environment, and parenting behaviors in these environments also change when poverty stressors are reduced.

A parent who has highly successful children can be characterized by frequent, sustained and responsive interactions with his or her child provided in a home that is full of a wide range of activities and rich in expressive language functions. There is less TV watching in these homes as compared with homes of children who are less successful in school. There is more verbal fantasy play, jokes, riddles, guessing games, and problem solving. These parents are confident of their parenting skills and have a strong belief that their parenting will be effective (Martini, 1995; Coates, Dunckle, Vietze, 1998). What we know about successful parenting can help us assist mentally retarded persons. We know where to look for the hidden disabled among us.

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Martini, M. (1995). Features of home environments associated with children's school success. *Early Child Development and Care, 111*, 49-68.

McDermott, S. W., & Altekruse, J. M. (1994). Dynamic model for preventing mental retardation in the population: The importance of poverty and deprivation. *Research in Developmental Disabilities, 15*, 49-65.

There are 13.5 million children living in poverty in the U.S. and 4.9 million of them are under age 6.

The YCPR is 20.6% — The Young Child Poverty Rate is the percentage of children under age 6 who live in poverty in the U.S.

The young child poverty rate is significantly higher in the U.S. than in other Western industrialized nations.

JOB OPENING

Institute for Policy Research
Northwestern University

POSTDOCTORAL RESEARCH FELLOWSHIP - NORTHWESTERN UNIVERSITY: One-year full-time research position working on Welfare, Children, and Families: A Three-City Study (www.jhu.edu/~welfare/), a multidisciplinary, longitudinal study examining the impact of welfare reform on children and families. Requirements include a Ph.D. in psychology, sociology, or related field, a strong research background, preferably including experience with large data sets and longitudinal statistical analyses, and an interest in child development and poverty issues.

Send a cover letter stating research interests, a curriculum vita, relevant reprints or preprints, and names of three references by April 1, 2000 to P. Lindsay Chase-Lansdale, Ph.D., Institute for Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208-4100. Position to start July 1, 2000. Minority applicants are encouraged to apply.

SRCD Notices

The 2001 Call for Submissions will be distributed in April 2000. If you do not receive a copy by the end of May, please contact the Executive Offices (srcd@umich.edu).

Note a major change in the year's submissions procedures: **The POST-MARK DEADLINE FOR ALL SUBMISSIONS will be August 1, 2000.**

2001 Exhibits — We would like to expand academic exhibit participation for the upcoming biennial meeting and ask for your help. If you have a book being published in 2000 or 2001, please contact the SRCD Executive office with information about the book and its publisher.

SRCD Membership—SRCD would like to increase its number of student members and requests your assistance in reaching those students who plan a career in child development. Please contact us for membership applications to distribute to your graduate and undergraduate students. Contact information:

Tel: (734) 998-6578
Fax: (734) 998-6569
E-mail: srcd@umich.edu

A membership application is available on SRCD's website (www.srcd.org). A link to the Adobe website for downloading Acrobat Reader used to facilitate printing the form is available there.

MEMOIRS are edited by Prof. Emerita Alberta Siegel. You may contact her by fax (650-233-8923) with information about deceased SRCD members.

Obituaries

Lisa Margarit Capps, a gifted young psychologist at the University of California, Berkeley, died February 7, 2000 after a valiant, year-long fight against lung cancer. She was 35. Capps earned her doctorate in clinical psychology in 1996 from UCLA and joined the faculty there. She had been a member of SRCD since 1998.

George Butterworth died at his home in Sussex, England on February 16, 2000 at the age of 53. Butterworth had been an SRCD member since 1975.

Job Opening

Center for Developmental Science at UNC-Chapel Hill

The Center for Developmental Science (CDS) seeks an eminent scholar and scientist to direct its research and training programs and provide leadership for collaboration among its affiliated faculty members, graduate students, postdoctoral fellows, and visiting scientists. The mission of the CDS is to promote interdisciplinary research on human and animal development that links concepts and findings from the social, psychological, and biobehavioral domains. As an internationally recognized advanced studies institute, the CDS is composed of ten core research units, as well as the Carolina Consortium on Human Development, a pre- and post-doctoral training program in developmental science.

The Center has faculty representation from Duke University, Meredith College, North Carolina Central University, North Carolina State University, UNC-CH, and UNC-Greensboro. The Director will be responsible for establishing and maintaining effective alliances with institutions and programs that are engaged in developmental research, and for the creation and maintenance of interdisciplinary and cross-institutional research programs.

The successful candidate for this position should share the Center faculty's vision of an interdisciplinary developmental science and have a distinguished record of research, grant support, teaching, and program development. This individual should be eligible for a tenured appointment as a full professor on campus in the department or school that reflects his or her primary academic discipline. The University of North Carolina is an Equal Opportunity employer.

The University and the CDS have strong commitments to the principle of diversity, and we invite and encourage applications from members of ethnic and racial minorities. All applicants should submit the following nonreturnable materials: curriculum vitae; personal statement; relevant reprints and preprints; and the names, addresses, and phone numbers of at least four (4) references to: Glen H. Elder, Jr., Chair - Search Committee for Director, Office of the Provost, The University of North Carolina at Chapel Hill, 104 South Building, CB # 3000, Chapel Hill, NC 27599-3000. For more information, see our website at www.cds.unc.edu.

ANNOUNCEMENTS

Meetings

BREAKOUT, the National Biennial Conference on Innovations in Psychosocial Rehabilitation (PSR) and Deafness, will be held Thursday, May 11 through Saturday, May 13, 2000, at the Marriott Airport Hotel, St. Louis, Missouri. The conference theme is, "Gateway to a Culturally Affirmative Millennium." Conference information is available online at http://www.modmh.state.mo.us/deaf/break2000.htm. For additional information contact Ben Karlin (mfkarlb@mail.dmh.state.mo.us), 5300 Arsenal St., St. Louis, MO 63139; phone (314) 644-8270 (voice and tty).

The Society for the Psychological Study of Social Issues' 2000 Convention in Minneapolis, Minnesota to be held on June 16-18. The theme, "Social Issues in the 21st Century: Setting the Agenda," focuses work that has implications for society in the next century. Contact: SPSSI Central Office, P.O. Box 1248, Ann Arbor, MI 48109-1248, phone (734)662-5607, or email spssi@ spssi.org

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7th Biennial Conference on Adolescent Development — European Association for Research on Adolescence (EARA) announces the 7th Biennial Conference on Adolescent Development to be held May 31 to July 4, 2000, in Jena, Germany. Two preconference workshops are scheduled for May 31 (Longitudinal Research Design and Analysis using Structural Equation Models: Methods and Problems; Assessing and Modeling Rater Agreement). For more information, please contact Rainer K. Silbereisen, Email: svs@uni-jena.de, or check out our web site www.eara2000.uni-jena.de.

NIDA - NIMH Conference — Assessing the Impact of Childhood Interventions on Subsequent Drug Abuse, a NIDA - NIMH conference to develop research on the impact of mental health treatments for childhood psychopathologies on later risk for drug abuse, May 23-24, 2000, Washington, D.C. For registration information contact: Mildred Prioleau, Management Assistance Corporation, Tel: 301-468-6008, mprioleau@MAC1988.com.

The Jean Piaget Society announces its 30th Annual Meeting to take place in Montréal, Canada, June 1-3, 2000. Addressing the theme of how alternative understandings of selfhood and distinctive conceptions of mental life have cohered in history, culture, and development, are the following speakers: Dorothy Holland, Rom Harré, Donald Polkinghorne, Amelie Rorty, and Andreas Demetriou. Registration information can be obtained from the Jean Piaget Society website: http://www.piaget.org or by writing to Dr. Eric Amsel, Weber State University, Ogden, UT 84408-1202.

The 3rd International Conference on Methods and Techniques in Behavioral Research, "Measuring Behavior 2000," will be held in Nijmegen, The Netherlands, August 15-18, 2000. For more information, see website http://www.noldus.com/events/mb2000/.

Office of the Surgeon General and U.S. Department of Health and Human Services will sponsor a Conference on Children and Oral Health, "Face of a Child," will be held June 12-13, 2000 in Washington D.C. Registration is limited. See this site for the registration form: www.nidcr.nih.gov/sgr/children/registeration.pdf. (The word "registration" is misspelled and must be used this way to reach the website.)

Social Policy Report Call for Topics

The new co-editors of the *Social Policy Report* (SPR), Lonnie Sherrod and Jeanne Brooks-Gunn, would like to invite members of the Society to submit topics to them for future SPRs. The SPR is published quarterly and each issue addresses an important topic relevant to current policy debates.

Topics and related information should be sent to Lonnie Sherrod (William T. Grant Foundation) lsherrod@wtgrantfdn.org or Jeanne Brooks-Gunn (Columbia University) jb224@columbia.org).

CLASSIFIED ADS

Mills College Oakland, CA

Attachment Doll Play Assessment training for researchers interested in young school-aged children's mental representations of relationships will be held August 7-19, 2000. Training is provided by Carol George and Judith Solomon at Mills College, Oakland, CA. For more information contact Carol George, Tel: 510-430-3268, george@mills.edu.

Mills College Oakland, CA

Adult Attachment Projective (AAP) training will be held June 12-23, 2000. The AAP is a new adult attachment measure shown to be a suitable alternative to the AAI. Training is provided by Carol George and Malcolm West at Mills College, Oakland, CA. For more information contact Carol George, Tel: 510-430-3268, george@mills.edu.

Important Notice

- Journals are not forwardable. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
- Contact the SRCD Membership Office (Tel: (734) 998-6524; Fax: (734) 998-6569; E-mail: srcd@umich.edu) if you have concerns or questions regarding your publications or your membership.
- Membership applications are available on SRCD's website (www.srcd.org).

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Send to: SRCD Membership, University of Michigan, 505 E. Huron - Suite 301, Ann Arbor, MI 48104-1522.

**** Visit SRCD's website (www.srcd.org). ****

Society for Research in Child Development
University of Michigan
505 East Huron - Suite 301
Ann Arbor, MI 48104-1522

Society for Research in Child Development
NEWSLETTER
Volume 43, Number 3
Summer 2000

SRCD

Notes from the Executive Officer

Roots and Early Leaders in SRCD and Child Development

The governance of SRCD continues to be committed to documenting the roots and history of our Society and our field. Here I shall review some of the current projects and activities that may be of interest to our members.

For the past several years, SRCD has been engaged in obtaining oral histories from its members who played key roles in the Society's development and governance. Funding from the WT Grant Foundation as well as from SRCD's budget has made this important and fascinating project possible. At the meeting of the History Committee in May, the status of the project was reviewed; over 80 of the interviews are now transcribed, edited, and completed, and many more are in various stages of completion. The chair of the History Committee, John Modell of Brown University, will have a column in the SRCD *Newsletter* very soon to tell the members about the availability and possible uses of the oral history project. The committee is also studying various options for the archiving of the many materials the Society has and continues to accumulate over the years, including governance, organization, publications, meetings, and committees.

I am beginning a six-month sabbatical July 1, 2000. After traveling to the ISSBD meetings in Beijing, I shall spend a good portion of my time working on documenting further the history of our Society. We shall be celebrating the 70th anniversary of the founding of SRCD

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Focus on... the Foundation for Child Development: Q & A with the Director

Dr. Ruby Takanishi is President of the Foundation for Child Development, a national philanthropy based in New York City. The SRCD Newsletter editor, Pam Reid, posed a few questions to Dr. Takanishi to learn more about the foundation, an institution with an important role for researchers in child development.

- **What are the major roles of a foundation president?**

There are about 44,000 foundations in the United States, and it is difficult to make many generalizations about this sprawling, essentially private sector. Accordingly, foundation presidents vary in their roles, whether they head large or small organizations or private, community, or corporate foundations. And, with the new technology and economy, younger individuals of wealth are changing the philanthropic landscape by still different forms called "venture philanthropy" or "social entrepreneurial philanthropy." Without going into the details, grant seekers should have a good sense of the goals and ethos of the foundations they approach with their ideas and projects.

The way in which I conceive of my role has its origins in FCD's history and my own values and goals—FCD is celebrating its Centennial Year. It has a long history of commitment to children, through research, development of childhood social indicators, policy development and analysis, and support of advocacy organizations (for more detail, see our website www.ffcd.org). I aspire to the tradition of

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Mark Your Calendar!

Aug
1 Postmark deadline for all biennial meeting submissions

Nov
1 Deadline to list your Preconference/Special Event in the biennial meeting program

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COMMITTEE REPORTS

Publications Committee and Governing Council

The Publications Committee held their annual meeting at the Ann Arbor offices on March 24-25. Governing Council followed on March 25-26, beginning with reports from the previous day's Publications Committee proceedings, followed by a review of the year's operations, budget, and issues of importance. Members of both groups worked hard, then enjoyed the opportunity for a collegial dinner.

Michael Rutter, President

Left to right: Frances Degen Horowitz, Arnold Sameroff, Aletha Huston.

Ross Parke, President-Elect

From left to right: Susan McDonough, Ross Parke, Andrew Collins.

From left to right: Pat Settimi, Mark Appelbaum, Anne Jones (Blackwell Publishers), Michael Rutter, Frances Degen Horowitz.

From front to back: Vonnie McLoyd, Michael Rutter, Cynthia Garcia Coll, Mary Rothbart.

From left to right: Susan Campbell, Mary Rothbart, Neil Salkind, Ted Wachs, Willis Overton.

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Web Sites of Interest

Society for Research in Child Development—http://www.srcd.org/

Visit the National Research and Development Center page of the OERI Web site—http://research.cse.ucla.edu/

The National Institute on the Education of At-Risk Students (At-Risk Institute) —http://www.ed.gov/offices/OERI/At-Risk/

Links to facts and figures about children, families, and recent family demographics—http://search.netscape.com/Society/Issues/Childfree/Facts_and_Figures

(cont. from p. 1)

foundations as risk-takers, as getting into issues that other sectors such as governmental and other nonprofits are not addressing for various reasons. Presidents of foundations have a bully pulpit. Through shaping programs or directions for funding, they may be able to move the field in different directions. Presidents can also work with foundation colleagues to identify needs and issues, and together elevate them within the philanthropic sector. The most important currency in philanthropy—despite the huge increases in assets in recent years—is ideas, particularly provocative ideas. That being said, FCD is a comparatively small foundation in its assets, and so we have to live within our means. A daily challenge is seeing what a foundation like FCD can do as it aims to make a difference in the lives of children and families.

- **Since you have become president, have you changed or shifted the priorities of the foundation? If so, why?**

I came to FCD a few months after the 1996 welfare law (Personal Responsibility and Work Opportunity Reconciliation Act) had been signed by President Clinton. A lot of attention was focused on what was going to happen to families on public assistance, and how studies could illuminate the "effects of welfare reform." Clearly, our foundation was a small player, grants wise, in the playing field of large foundations. It was at this time that the FCD Board agreed that our Founda-

(cont. on p. 8)

JOB OPENING

Postdoctoral Training in Research on Family Processes and Child/Adolescent Mental Health in Diverse Populations

Family Research Consortium III, a NIMH-sponsored program, announces the availability of six, three-year postdoctoral positions beginning June 1, 2001. The program provides research training in theoretical, methodological, and substantive issues concerning family processes and child/adolescent mental health in ethic/racial and socioeconomically diverse populations. The training is multi-disciplinary in content, involves mentoring from a diverse faculty across the United States, and emphasizes multiple levels of investigation from the biological correlates of individual adjustment to the social context of family functioning. Each trainee will have a primary appointment at one of twelve universities represented by Family Research Consortium faculty. In addition, trainees will work with at least two faculty members on a multisite, collaborative research project and may work with Consortium advisory board members and liaisons who collaborate with their faculty mentors. Trainees also will be involved in summer workshops and research institutes, seminars, and course work consistent with their professional objectives. **Program faculty are: Mark Appelbaum,** U of California, San Diego; **Linda Burton,** Penn State; **Ana Mari Cauce,** U of Washington; **Marion Forgatch,** Oregon Social Learning Center; **E. Michael Foster,** Georgia State; **Xiaojia Ge,** U of California, Davis; **Donald Hernandez,** SUNY, Albany; **Robin Jarrett,** U of Illinois, Urbana/Champaign; **Spero Manson,** U of Colorado, Denver; **Vonnie McLoyd,** U of Michigan; **David Takeuchi,** U of Indiana, Bloomington; **M. Belinda Tucker,** U of California, Los Angeles. **Advisory board members include: David Almeida,** U of Arizona; **Pauline Boss,** U of Minnesota; **Felton Earls,** Harvard; **Lindsay Chase-Lansdale,** U of Chicago; **Rand Conger,** Iowa State; **Peggye Dilworth-Anderson,** U of North Carolina, Greensboro; **Steve Suomi,** NICHHD. **Liaisons are: Jeanne Brooks-Gunn,** Columbia; **Jacqueline Eccles,** U of Michigan; **Martha Cox,** U of North Carolina, Chapel Hill; **Stuart Hauser,** Harvard; **Howard Markman,** U of Denver.

To apply: Applicants must have completed all requirements for the Ph.D., including the dissertation defense, by the time of appointment and must be US citizens or permanent residents. For application forms and information write to Dee Frisque, Research Center Coordinator, Center for Human Development and Family Research in Diverse Contexts, 106 Henderson Building, Penn State University, University Park, PA 16802. Call (814) 863-7106, Email: dmr10@psu.edu. **Applications close January 12, 2001.**
An Affirmative Action/Equal Opportunity Employer. Women and minorities encouraged to apply.

in 2003 and some special events will be planned for the biennial meeting in Tampa in April, 2003. Those of you who attended the 50th anniversary meeting in Detroit in 1983 will recall the wonderful displays, posters, talks, and participation of many of our founding members. Alice Smuts chaired a special 50th Anniversary committee for that meeting, and she will be working with us for the 70th Anniversary meeting. Thus, it is timely that I devote myself to collecting, reviewing, and writing about our important contributions to the field of child development and developmental science.

In the 1985 Monograph, edited by Alice Smuts and myself, titled History and Research in Child Development, Dr. Smuts wrote a captivating chapter documenting the years from the 1920's to 1933, that led to the founding of SRCD. Then Harriet Rheingold contributed a chapter on the first twenty-five years of the Society. I plan to begin my work with the time at which Dr. Rheingold left off, the mid-1950's. It is sobering to realize that I have been a member since 1965, so I shall have personal recollections and observations for the majority of this period!

Dorothy Eichorn, my predecessor who served as executive officer for almost 19 years, will be working with me on documenting events and milestones that occurred during her tenure. I also plan to make good use of the oral histories that are completed. In fact, I have already begun and realize that they are a treasure of invaluable information concerning the facts, the functions, and the people that have made SRCD such a special and prominent professional organization. I welcome input, comments, and exchange from any of you who have information, thoughts, or opinions that might be relevant to this arduous undertaking—assembling a chronological historical account of our Society.

John W. Hagen
email: jwhagen@umich.edu

PRECONFERENCE INVITATION

SRCD Black Caucus Preconference Workshop: High-Stakes Testing in K-12 Education

Educational reform and accountability have become pivotal issues in local and national politics. One approach that is gaining attention and favor among political leaders involves a combination of educational standards, standardized testing, and financial incentives. Students who pass the standardized test earn endorsed diplomas and college scholarships. Those who do not may be retained in grade or given a nonendorsed diploma. Teachers and school districts whose students pass the test receive monetary rewards; those whose students fail may be penalized.

Is high-stakes testing a conceptually innovative or flawed strategy? Will high-stakes testing lead to desirable improvements in student performance? Or will it penalize poor and ethnic minority children? Although few of the suggested reforms have a long history, questions are already being raised about unintended and adverse effects for ethnic minority children. Most agree that the divergent views constitute the elements of a significant national debate over how to improve American public education.

The preconference workshop of the Black Caucus will grapple with the questions of high-stakes testing. Workshop attendees will review what has been learned from states that have implemented high-stakes testing, analyze the pros and cons, and consider solutions to the problems raised in these efforts to improve K-12 education. The workshop begins at noon on April 18, 2000 with a keynote lunch speaker and ends by noon on April 19th. Plans for the program include:

- A Keynote speaker to outline the conceptual issues and to provide an empirical overview of what is known to date about the use of high-stakes testing and its impact on ethnic minority children.
- A Panel of experts to identify the issues and controversies, taking sides of the issues representing the views of politicians, educational policy makers, administrators, teachers unions, child and family advocates.
- Case studies to consider what works and what does not; explore alternative approaches to improve educational outcomes.

For more information about the workshop, contact: Oscar A. Barbarin, Senior Scientist, Frank Porter Graham Child Development Center, Univ. of North Carolina, CB# 8040, Chapel Hill, North Carolina 27599-8040.

Enrollment in the Workshop will be limited. You may reserve a space by sending $50 by check, payable to "Black Caucus-SRCD," to: Aline Garrett, Head, Department of Psychology, University of Louisiana, PO Box 4-3131, Lafayette, LA 70504-3131.

The National Science Foundation's Child Learning and Development Program

Lauren G. Fasig
Office for Policy and Communications, Washington DC

This column will regularly feature profiles of federal agencies that support child development research. This practice will continue the tradition started by the previous Washington Office, and will provide regular updates of Federal activities to the membership. Additionally, the column will include information about relevant Federal events and happenings as they occur.

The Child Learning and Development Program is the newest research portfolio in the Behavioral and Cognitive Sciences division of the Social, Behavioral, and Economic Sciences Directorate of the National Science Foundation (NSF). This program supports studies that increase our understanding of cognitive, social, and biological processes related to children and adolescents' learning in formal and informal settings. According to the Request for Applications, the research funded by the program will focus on mechanisms of development that explain when and how children are prepared to acquire new skills and knowledge. Application deadlines are January 15th and July 15th each year. Awards are made for workshops, conferences, and research proposals for one to five years in duration.

The Child Learning and Development Program accepted the first applications in 1999, and currently has $2 million in funding and expects a modest increase in 2001. Diane Scott-Jones, Ph.D., joined NSF from Temple University on a rotating assignment to be the first Director of the program. Dr. Scott-Jones also sits on the National Bioethics Advisory Commission, is a member of the SRCD Committee on Ethical Conduct, and is a former Editor of the *Journal of Research on Adolescence*.

In administering the Child Learning and Development Program, Dr. Scott-Jones has worked to forge relationships with other programs and divisions of NSF and with other federal funding institutions interested in child development issues. The Child Learning and Development program has cooperated in funding some grants with the Education and Human Resources Directorate, the National Institute of Child Health and Human Development, and the Office of Educational Research and Improvement within the Department of Education.

Lauren Fasig

The Child Learning and Development program funds research examining cognitive, social, and biological processes related to children's learning. The awards are fairly evenly divided between cognitive development proposals and social development proposals. Abstracts of all awards made by the program are available on the website. Dr. Scott-Jones encourages applications addressing a range of basic research issues, including new methods, models, and theories for studying learning and development; the development of specific and general forms of knowledge; age-related changes in the processes of transfer of knowledge across domains; the relation of learning to peer relationships, family interactions, social identities, and motivation; the relation of adolescent learning to preparation for entry into the workforce; and the role of demographics and cultural characteristics in learning and development.

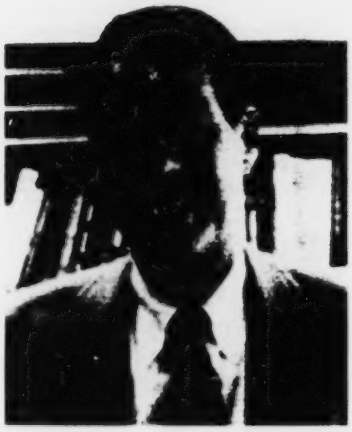
More information about the Child Learning and Development Program can be found at:

www.nsf.gov/sbe/bcs/cid/start.htm.

New Assistant Director for the Social, Behavioral, and Economic Sciences Directorate

The National Science Foundation has named a new Assistant Director for the Social, Behavioral, and Economic Sciences Directorate. Norman M. Bradburn, a leading researcher on survey methodology who pioneered the application of cognitive psychology to methodological problems in survey research, joins NSF from the University of Chicago. He is the Tiffany and Margaret Blake Distinguished Service Professor Emeritus and the vice president and director of research at the National Opinion Research Center at the university. Dr. Bradburn received B.A. degrees from the University of Chicago and Magdalen College of Oxford University, and his M.A. degree in clinical psychology, and his Ph.D. in social psychology from Harvard University. During his tenure as Assistant Director of the SBE Directorate, Dr. Bradburn will design the major NSF initiative for fiscal year 2003. He plans to develop a framework that will focus on the SBE Directorate while enabling collaboration with as many of the other NSF directorates as possible.

Roger William Brown
1925-1997



Roger Brown combined a creative mind, natural gentleness, and a compassion for language into a persona marked by generosity, unfeigned humility, and a dazzling writing talent. Although he was the father of developmental psycholinguistics, he moved away from the brightest spot on the stage to share credit with his students in order to promote their young careers. Roger probed the subjective frame with a sureness that reflected his faith in the validity of personal experience as a primary source of evidence. There is the hint of a paradox in Roger's wariness of Platonic abstractions that floated too far from their evidential origins. Roger loved language, but he distrusted words.

Although his fans, students, and colleagues alike admired his discoveries and smiled at his graceful prose, fewer have commented on the moral authority he brought to academic settings. Roger would listen quietly during a heated faculty discussion on a controversial issue, and then, at the perfect time, express his opinion. Usually Roger's comment settled the issue in accord with his suggestion. The reason for his persuasiveness was that his colleagues had awarded him the position of representing the unselfish voice. This role is not an automatic addition to the respect that follows fame and high intelligence. It is awarded, and rarely, by colleagues who have been pleasantly surprised by the fact that someone among them can be trusted.

Roger William Brown was born on April 14, 1925 in Detroit, Michigan into a family of four brothers, together with two sons of the elder brother, that, by the time he was ready for school, was suffering from the economic distress of the depression. On graduation from high school, Roger thought about becoming a novelist of social protest. Roger earned his bachelor's, master's, and doctoral degrees at the University of Michigan, the last degree in 1952. Uncertain about his talent as a novelist and discouraged by the complexity of social psychology, he discovered that an understanding of language possessed the complexity and amenability to empirical inquiry that made it a perfect place to exploit his intellectual gifts and strongest passions.

Roger wrote his first synthesis of the relation between language and mind during his sabbatical year in 1957. *Words and Things* was the first book on the psychology of language that was an heir of the beginning of the cognitive revolution, and it remains in print 40 years later. The year Roger wrote *Words and Things* marked the year he moved to MIT. Roger returned to Harvard in 1962 with a five-year grant from NIMH to study the language acquisition of three children he and his students named Adam, Eve, and Sarah. The strategy of the work was Baconian in the extreme, for it consisted of the careful collection and analysis of a large corpus of spontaneous conversations between each mother and her child in the home setting. These protocols were discussed with a gifted group of young colleagues that included Ursula Bellugi, Colin Fraser, Courtney Cazden, Jean Berko Gleason, David McNeill, Dan Slobin, Sam-Anderson, Richard Cromer, and Gordon Finley. The book, *A First Language: The Early Stages*, published by Harvard University Press in 1973, generated a large number of provocative generalizations.

Roger and his students invented the construct of the mean length of utterances, which is a standard index of a child's status in acquiring English. Roger and his students also discovered that although children use abbreviated utterances, their minds hold a complex proposition. They also detected remarkable uniformity in the order of acquisition of English morphemes. Most important, the protocols revealed that parents do not praise sentences that are syntactically correct nor criticize those that are grammatically wrong. Most parents react primarily to whether the child's sentence is true or false. That discovery meant that Skinner's contention, popular at the time, that grammar was learned in accord with principles of reward and punishment had to be incorrect.

Roger Brown was a fellow of the American Academy of Arts and Sciences and was elected to the National Academy of Sciences in 1972. He was awarded the G. Stanley Hall Prize in developmental psychology of the APA in 1973, and received honorary degrees from York University, England in 1970, a D.Sc. from Bucknell University in 1980, and a D.Sc. from Northwestern University in 1983. He was awarded the Distinguished Scientific Achievement Award of the APA in 1971, and in 1985 was awarded the International Prize of the Foundation Fyssen in Paris.

This memoir was abstracted from a longer essay (Kagan, 1999).

Jerome Kagan
Harvard University

References

Brown, R. W. (1989). A very private person. In G. Lindzey (Ed.). *The History of Psychology and Autobiography. Volume VIII.* pp. 47-59 Stanford, California: Stanford University Press.

Kagan, J. (1999). *Roger William Brown: A Biographical Memoir*. Washington, DC: The National Academy Press, 77:3-14.

MEMOIRS

John W. Mayhew Whiting
1909—1999

John Wesley Mayhew Whiting died May 13, 1999, at his home in Chilmark, Martha's Vineyard, at the age of 90, a descendent of some of the oldest settlers. Growing up on the Vineyard, he worked with sheep farmers and oystermen, though attending prep. school off island. In adulthood, he teamed with his brother Everett to compete successfully in sheep-shearing contests. He experimented with raising oysters in West Tisbury Pond, and invented a clam-digging machine, which he always firmly believed would revolutionize clamming.

Whiting graduated from Yale University in 1931, where—he was happy to mention—he was captain of the wrestling team. His graduate work was also done at Yale, where he earned a joint doctorate in sociology and anthropology in 1938. During that time, an interdisciplinary team of psychologists, anthropologists, and sociologists had formed the Institute of Human Relations at Yale, their purpose being to subject psychoanalytic hypotheses to rigorous testing and bring about a rapprochement between psychodynamic theory and Hullian learning theory. Whiting worked with them during his graduate training and for several years thereafter. He went to New Guinea to study the life of children among the Kwoma people, focusing on what he thought were strong relations between socialization experiences, culture, and adult personality and belief systems (*Becoming a Kwoma*, 1941). He also collaborated with the psychologist Irvin Child on a multicultural study of child-rearing practices and their adult sequelae, drawing from the ethnographic studies in the Human Relations Area Files (*Child Training and Personality*, 1953).

At Yale, he married fellow anthropologist, Beatrice Blythe Whiting, and together they undertook a remarkable journey of collaborative cross-cultural research over a span of 60 years. In 1947, the Whitings went to the Child Welfare Research Station at Iowa to work with Robert and Pauline Sears on studies of the in-family socialization of aggression and dependency. In 1949, the group moved to Harvard University to establish the Laboratory of Human Development. There the Whitings undertook their monumental set of cross-cultural studies of socialization. John Whiting was named to professorships in both the School of Education and the Department of Social Relations (in Social Anthropology), serving until his retirement in 1978. Although never much impressed by formal rewards, Whiting received many, including the G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology given by the APA (1973), and the Distinguished Service Award and Career Contribution Award (1982) from the American Anthropological Assn. He served as president of the Society for Psychological Anthropology in 1978, and was elected to the NAS in 1987.

John Whiting's vision was to establish field stations in a carefully selected sample of societies around the world and to encourage interdisciplinary teams of social scientists to collect rich data on child development in familial and cultural context for systematic comparative analysis. He believed that without a world sample of children in diverse communities the developmental sciences could not possibly answer many of their central questions. He advocated sending man/woman teams to do field work on family and child life, and organized many such studies, long before such a model was appreciated in the social sciences. He also encouraged collaboration with local scholars from each society, to train others and establish a true comparative scientific research community studying human development around the world.

The Whitings first launched the comparative study of child rearing and established a collaborative research unit at the University of Nairobi in Kenya, then adding

several African societies to their sample. The Whitings trained two generations of researchers in the use of comparable sampling techniques, naturalistic observational data collection of child and caregiver behaviors, and comparable coding of the observational protocols. From field sites around the world they sent their data back to Harvard, where the Whitings carried out comparative cross-cultural studies (*Children of Six Cultures: A Psychocultural Analysis*, John and Beatrice Whiting, 1975; *Field Guide for a Study of Socialization*, John Whiting and colleagues, 1966). These studies consistently showed the importance of including cultural variables, along with others more familiar to developmental psychologists, to account for variation in children's development. John Whiting leaves an enduring legacy of empirical data and theory directed toward discovering valid universals as well as describing and accounting for cultural variation in human development. A complete bibliography of his work can be found in *Culture and Human Development: The Selected Papers of John Whiting* (Eleanor Hollenberg Chasdi, Editor, 1994).

John Whiting is survived by his wife Beatrice and daughter Susan.

Eleanor E. Maccoby
Stanford University
Thomas S. Weisner
University of California - Los Angeles

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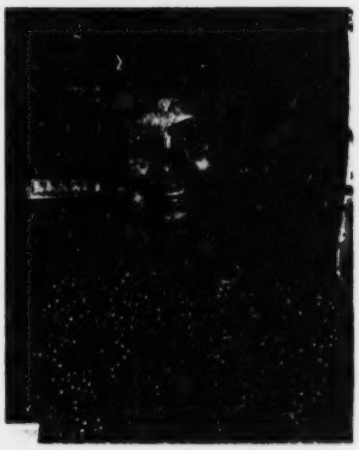
(cont. from p. 3)

tion would look "beyond welfare reform," and seek to document and understand what was happening with working poor families, before and after the 1996 law.

Even before 1996, millions of Americans were working, yet remained in official poverty. After 1996, forecasters expected that when those on public assistance went into the low-wage market, they would remain in poverty. And that has proven to be the case, unfortunately. FCD sought to support research that would provide a better picture of what was happening, and what kinds of policies should be pursued to assist families playing by the rules. Much of that work is summarized in our December 1999 Update (www.ffcd.org). We also felt that there were two critical areas in which we could do some grant making that were critical to reducing poverty among working families—universal provision of early childhood education and care programs and of child health care. And it was this framework, which shaped our grant making and will be summarized in FCD's Centennial Report to be released in October 2000.

- **What directions do you plan for the future of the foundation?**

As I look back over thirty years in the child development field, and my own work during those years, there are several problem areas which have been stubbornly impervious to progress. Some progress has been made, but it is not enough, and I am not sure that progress will be sustained in the future. The first is insufficient research on non-European descent c`Mldren, including children of recent immigrants. This is especially disturbing given the demographics of the child population in the United States. The second related problem is the insufficient numbers of researchers who are both interested in the diversity of children and come from diverse backgrounds themselves. The third area is as child development research has matured and inevitably specialized into more and more discrete areas of research expertise, it is difficult to put the child back together again. I was quite amazed to go through the indices of the five volumes of the most recent *Handbook of Child Psychology* and find so few references to poverty, as one example. Fourth, while we have made some progress in connecting child development research with social policy, this is itself a separate area from the rest of the more highly prized specialties of developmental psychology. So as a foundation president, I am interested in how our foundation together with others might address some of these stubborn problems.



Ruby Takanishi as a Congressional Fellow, 1980.

Finally, I started my career being interested in early childhood education programs, especially in their potential to level the playing field for children from low-income families in terms of their access to early learning opportunities and to health care. What is clear, some 35 years after the first summer of Head Start, is that less than 50% of eligible children (based on narrow eligibility criteria) are being served, and many in part-day, part-year programs. Less than 20% of children eligible for the child care subsidies actually receive them. Many of these children are in situations we would not want for our own children.

Overall, the United States has an inequitable and mainly mediocre array of early childhood programs. There are clearly stellar single sites, but for the most part, it is dismal. So since I came to the Foundation around 1997, I have pushed for universal prekindergarten or quality early childhood education programs for all three- and four-year-old children in the United States. (I would start with the age of two, but that may be a hundred years from now). With the backing of the FCD Board, this foundation has supported research, policy analyses, and advocacy in New York State, which has supporting legislation, and a study tour to France to learn about the *ecole matemelle*, France's universal preschools, and what lessons can be learned for the U.S. Aside from grant making, we have worked with other foundations who also have universal early childhood education on their agendas. But, it has not been a "no brainer." Some people believe that resources for these programs will always be limited, and therefore, should be allocated to the most in need. Others are concerned, because of the impact that moving toward universal programs may have on their own programs. Still others believe that children of this age should not be in "school," despite the fact that the U.S. is one of the only OECD countries that does not have a universal access policy for early education, the others being the United Kingdom, Canada, and Australia. So this is exactly the kind of tough issue that foundations should take on. And FCD is.

Dr. Takanishi was Assistant Director for Behavioral and Social Sciences in the President's Office of Science and Technology Policy, working on education and research related to child and adolescent development. From 1986 to 1996, she was the Executive Director of the Carnegie Council on Adolescent Development. She was Founding Executive Director of the Federation of Behavioral, Psychological, and Cognitive Sciences, and Science Director of APA from 1984 to 1986. She is a former Congressional Fellow in the U.S. Senate, sponsored by AAAS and the SRCD.

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CALL FOR NOMINATIONS
FROM THE MEMBERSHIP OF SRCD

Officers and Governing Council

The Society is seeking nominations for President-Elect and two Members-at-Large of Governing Council. Those elected will take office immediately after the 2001 Biennial Meeting.

- In keeping with the Society's commitment to interdisciplinary leadership, the President must be a nonpsychologist every other election. Since the current President-Elect, Ross Parke, is a psychologist, the next President-Elect must be a nonpsychologist.

- The nominations for the council members are unrestricted, and we hope the membership will consider those from many disciplines and give thought to minority participation in the governance of the Society.

Please mail this form by September 15, 2000 to Frances Degen Horowitz, Chair, Nominations Committee, The Graduate Center, 365 Fifth Avenue, New York, New York 10016.

NOMINATIONS

President-Elect

1. _____
2. _____
3. _____

Members-at-Large

1. _____
2. _____
3. _____

Call for Nominations for Awardees

At its biennial meeting, the Society for Research in Child Development recognizes outstanding individuals who have made significant and distinguished contributions to the field of child development. The membership of SRCD is invited to suggest names of individuals who might be so honored for distinguished scientific contributions, for distinguished contributions in the area of child development and public and social policy, and for distinguished contributions in other areas that might appropriately be recognized by SRCD.

Please send names of individuals and a few sentences about the nature of their distinguished contributions, no later than September 15, 2000 to Frances Degen Horowitz, Chair, Awards Committee, via e-mail (fdhorowitz@gc.cuny.edu), Fax (212-817-1606), or by regular post (Frances Degen Horowitz, The Graduate Center, 365 Fifth Avenue, New York, New York 10016).

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SRCD Notices

Biennial Meeting Information on the Web

By now you should have received your copy of the *2001 Call for Submissions*. If not, the *Call* and *Registration Booklet* are on SRCD's website (www.srcd.org) in PDF.

Notice: Please wait until at least January 2001 to use the website link to make your travel reservations.

We have not yet made arrangements for child care at the biennial meeting, but it will be available. Forms for Child Care will be added to the *Registration Booklet* which will remain on our website until mid April 2001. The other item that will be added is the Open Position Form, used to post job openings during the biennial meeting.

SRCD Benefits of Membership

Plans are in place to incorporate on-line membership renewals and password-protected access to the SRCD *Directory of Members*. Be sure to read the "SRCD Notices" page in the next newsletter for an update. Also, check the SRCD website regularly for member news.

Obituaries

Harriet L. Rheingold Hayne received her doctorate from the University of Chicago in 1955. After spending her research career focusing on the positive achievements of human infants, she retired in 1978 from the University of North Carolina. She continued contributing to the field of child development through the decade of the 90s. Dr. Rheingold had been an SRCD member since 1957.

2001 SRCD Minority Fellow Mentoring Program

A new minority recruitment initiative, aptly titled The Millennium Fellows Program, was launched at the Spring 1999 Meetings of the Society for Research in Child Development. The goal of the program is to attract promising minority students to the field of child development by funding their attendance at the biennial meetings and by providing them with mentors at various levels of career development. The program serves to increase the diversity of practitioners, policy makers, and researchers in the field of child development, thereby increasing the capacity of the discipline to provide sound services to heterogeneous populations. The Society will host the 2001 Millennium Fellows Program at the biennial meeting in Minneapolis, MN. If you are interested in finding out more about this program, please check the appropriate box on the Registration form. Also, look for information in the Fall 2000 issue of the SRCD Newsletter.

Membership Office Contact Information

Tel: (734) 998-6524
Fax: (734) 998-6569
E-mail: admackay@umich.edu

Corrections: 2001 Invited Program—**Steven Pinker** is at the Dept. of Brain and Cognitive Sciences at MIT, not Cornell. **Harold Stevenson**, University of Michigan, is chairing a symposium as part of the invited program for the biennial meeting.

SRCD Newsletter

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The Newsletter is published four times a year: Circulation is approximately 5,400. The newslettter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

To submit copy for the SRCD Newsletter: The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
March 1
June 1
September 1
December 1

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich.edu.

Governing Council

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Past President .... Frances Degen Horowitz
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Carolyn Zahn-Waxler
Ex Officio ..... John W. Hagen

ANNOUNCEMENTS

Meetings

7th Biennial Conference on Adolescent Development

European Association for Research on Adolescence (EARA) announces the 7th Biennial Conference on Adolescent Development to be held May 31 to July 4, 2000, in Jena, Germany. Two preconference workshops are scheduled for May 31 (Longitudinal Research Design and Analysis using Structural Equation Models: Methods and Problems; Assessing and Modeling Rater Agreement). For more information, please contact Rainer K. Silbereisen, Email: svs@uni-jena.de, or check out our web site www.eara2000.uni-jena.de.

Ninth Annual Conference on Parent Education, February 16-17, 2001 hosted by the Center for Parent Education, University of North Texas. Preconference to provide training in one or more core knowledge areas for parent educators who work with families, February 15, 2001. Deadline for proposals: Postmark by August 4, 2000. For further information, contact: Rebecca Edwards, conference coordinator, or Dr. Arminta Jacobson, conference chair, Center for Parent Education, P.O. Box 311337, UNT, Denton, TX 76203-1337. Tel: (940) 369-7246. Fax: (940) 369-7955. E-mail: Jacobson@coefs.coe.unt.edu *or* redwards@coefs.coe.unt.edu. Website: www.unt.edu/cpe.

Penn State Hosts National Symposium on the Family and Cohabitation—"Just Living Together: Implications of Cohabitation for Children, Families, and Social Policy," October 30-31, 2000 at the Nittany Lion Inn on the Penn State University Park campus. Organizers of the symposium are Alan Booth and Ann Crouter, both of Penn State. To obtain a brochure and registration materials, contact Kim Zimmerman, Population Research Institute, Pennsylvania State University, 601 Oswald Tower, University Park, PA 16802-6211. Tel: (814) 865-0486. Fax: (814) 863-8342. E-mail: kzimmer@pop.psu.edu

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APA Division 7's (Developmental Psych) new and improved website:

http://www.apa.org/divisions/div7/

There are lots of new and useful features including:

- An online membership application
- Online award nominations for selected awards
- Handy ways to contact various division 7 people
- A great developmental psychology links/online resources page
- A place for the online version of the Division 7 newsletter
- A new and improved look
- A local site-based search engine
- And more...

Attention Student Members!

Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in the *Newsletter*. Therefore, we will begin to provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

Classified Ads

Assistant/Associate Professors
Family and Human Development

Utah State University has two nine-month, tenure-track positions available for individuals with expertise in either: (1) marriage and/or family relationships, or (2) adult development and aging. Both positions emphasize teaching and research. Summer research and teaching support are available. See http://personnel.usu.edu (2-128 and 2-131) for full descriptions. AA/EOE.

NIH-Funded Researchers, Become a Mentor, Train Minority Students for Research Careers

Offer your expertise and assist the Office of Behavioral and Social Sciences Research, National Institutes of Health, is building a cadre of minority scientists in the behavioral and social sciences. What are the steps? Visit the OBSSR's Minority Research Training Opportunities Web Page to learn more about the program. Add your name to the database of PI's who are interested in mentoring. Wait to be contacted by minority students, post-docs, or junior faculty who have an interest in your research area. Then simply apply for an administrative supplement to your NIH grant by contacting your program officer.

For more details, go to: http://www4.od.nih.gov/research/

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Important Notice

- Journals are not forwardable. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
- Contact the SRCD Membership Office (Tel: (734) 998-6524; Fax: (734) 998-6569; E-mail: srcd@umich.edu) if you have concerns or questions regarding your publications or your membership.
- Membership applications are available on SRCD's website.

Change of Address Notification

Name: _____

Mailing Address: _____

_____

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Phone: _____

Fax: _____

E-mail: _____

Effective date: _____

Send to: SRCD Membership, University of Michigan, 505 E. Huron - Suite 301, Ann Arbor, MI 48104-1522.

**** Visit SRCD's website (www.srcd.org). ****

Society for Research in Child Development
University of Michigan
505 East Huron - Suite 301
Ann Arbor, MI 48104-1522

SRCD

NEWSLETTER

Society for Research in Child Development

Volume 43, Number 4 Fall 2000

Notes from the Executive Officer

During this past summer it has been my privilege to participate in two conferences representing SRCD. While I attend many meetings and conferences in the course of the year, these two are especially important in terms of our activities and liaisons with other groups and organizations.

From June 28-July 1st, the Fifth National Head Start Research Conference was held at the Hyatt Regency in Washington, D.C. SRCD has been the professional collaborating organization for all five of these conferences, and I have served on the executive and program committees for each. Held biennially, the programs have included many SRCD members, and this fifth conference was especially well represented by our membership. Over 900 registrants were in attendance. The keynote speaker was our president, Professor Sir Michael Rutter, and his talk, "How can we know the environment really matters," was exceptional. The range of topics in the program was very broad and included symposia and posters covering issues from health to family functioning and intervention to cultural issues in early education. A major feature of these conferences is that the audience is almost evenly divided among researchers, policy makers, and practitioners. This time we had a special initiative to attract students as well, and both graduate and undergraduate students were present. A special session was held during which Edward Zigler was honored for his special contributions as mentor to several generations of students, many of whom are now senior members of the field.

The Sixth National Head Start Research Conference is already scheduled for June 26-29, 2002, and we shall begin planning the program this fall. If this is an area of interest to you, you might want to put it on your calendar now. A Call

(cont. on p. 4)

Focus on... SRCD Office for Policy and Communications

September 1st marked the one-year anniversary of the SRCD Office for Policy and Communications. A lot has happened in the last year. New people have been introduced to SRCD, and existing relationships have been strengthened. Ongoing Washington activities have been expanded and new activities are being added. In addition, the office has grown – Meredith Bosler has joined as the Program Coordinator. Our anniversary seems to be an appropriate time to share with you some of the major activities of the office and the areas in which we focus our energy.

The activities of the Office encompass five general categories: Science Policy, Social Policy, the Policy Fellowship Program, Communications/Dissemination, and Membership Affairs. Each of these categories is fluid, and many activities overlap categories. For example, plans for disseminating information about the 2001 Biennial Meetings are a part of our communications activities, our membership affairs activities, and our social policy activities.

Science Policy describes legislative and regulatory issues affecting child development research and behavioral and social science research more generally. The largest subject covered regularly is funding for research. We work closely with the National Institutes of Health (which

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The History Committee

John Modell, Chair

The SRCD History Committee promotes a pair of integrally related goals within historical contexts: (1) to chronicle the efforts of Society members and other students of child behavior to understand children; and (2) to encourage the understanding of children's development and recognition of the experts who influence their lives directly and indirectly. This dual perspective has animated the History Committee's activities for several years.

Perhaps the most prominent of our activities is the sponsorship of a considerable Oral History Project. Oral history was initially introduced four decades ago as a historical device that may compensate for what historians feared was a technological change that might have a catastrophic effect on historical documentation: The replacement of the durable "snail mail" letter by evanescent telephone calls. But shortly, historians and others became aware that oral history interviews have a texture of their own, stemming in part from the questions asked and the manner of their asking, and in part from the conversational and reminiscent qualities of the document produced: these are memories, of a certain sort, not at all the momentary functional tools of business and official correspondence, or the pointedly communicative quality of personal correspondence. The SRCD oral histories have moved from a substantially organizational inquiry to something closer to intellectual and even social history, as the protocol has been revised, and as the constructivist quality of reflective memory is recognized as a resource for interpretation, rather than a hindrance to fact-gathering.

Collection goes on apace, interviews typically carried out by friends and colleagues of senior developmentalists nominated by the Committee. Tape-recorded interviews are transcribed in Ann Arbor, and returned to the donor for emendation, before being added to the collection, which is currently housed at SRCD headquarters. At present 129 interviews, transcribed and edited, are "in the can." Half this many more are in the pipeline in one form or another.

So far, this valuable set of documents has been gathered and preserved, but not made readily available for use. The Committee has settled tentatively upon a nonrestrictive set of rules governing the use of the oral histories. For the present, they will remain at SRCD headquarters, but the Committee hopes to place the collection at a recognized and apposite archival institution, where their use (within appropriate guidelines) can be encouraged.

John Modell

Relatedly, the Committee has roughed out a policy regarding the archival maintenance and availability of the records of the Society and of its chief publications. Archival historians of science find such institutional records essential for developing their accounts, and the Committee is well aware of this set of needs: We wish, indeed, in line with our first goal as stated above, to encourage such archival historical work upon the Society and the professionals it serves so as to facilitate the development and dissemination of knowledge within which practitioners of the study of child development can better pursue their own work. Accordingly, the Committee is assiduously seeking the optimal archival home, not just for the oral histories but for the most worthy elements of the institutional and publications records of the Society. Discussions with archival institutions have been underway for a while now: We hope that a happy end is in sight. As we learn the shape of this solution, we expect to be in touch with the membership in the hopes of rejoining to the documents available at SRCD headquarters committee papers and other worthy materials that (in the spirit of nonbureaucratic voluntary association) remain in private hands, but might usefully be archived.

Finally, the Committee is committed to bringing to the membership's attention the best, most challenging thinking on historical topics relating to the history of disciplinary study of child development *and* to the history of children. For the 2001 SRCD meeting, the Committee will sponsor an invited symposium honoring the memory of Bill Kessen, and his powerful historical imagination, co-chaired by Committee member Emily Cahan and Frank Kessel. In the spirit of the Committee's dual understanding of historical perspective, the planned contributions and commentary will look at children as one among a set of "cultural inventions," to use the title phrase from Kessen's pathbreaking 1979 piece, the SRCD itself among those inventions. And for those who already thirst for more, the Committee is sponsoring a half-day preconference "how-to" workshop, to be run by Glen H. Elder, Jr. and myself.

A Student Speaks

"What Goes Around Comes Around:" Volunteering for Professional and Personal Development

Zena R. Mello

Being a community volunteer can greatly enhance one's professional and personal development. I have found this to be true in my own experience. For several years now, while pursuing my doctoral degree in Human Development and Family Studies at Pennsylvania State University, I have volunteered at a homeless and runaway shelter. The shelter serves up to six live-in residents, ages 13 to 17, from low-income or working poor single-parent families. The residents come to the shelter for a variety of reasons, including court referrals, self-admittance, and serious family conflict. My responsibilities as a volunteer include supervising the residents in their nightly chores, such as preparing dinner and helping with homework. More informally, my volunteer activities involve acting as a role model, promoting positive behavior, and being available to listen to the residents talk about their lives.

My work at the shelter has contributed to my development in three areas: conceptualizing research issues, establishing professional relationships with agencies, and my own personal satisfaction.

1. *Conceptualizing research issues.* Through observation of the residents, I am able to reflect on research in the area of adolescent development. Through discussion I can determine what are important issues in their lives. For example, my informal conversations with the residents guided me in studying how youth think about their future. Their unique perspectives proved valuable in developing my master's thesis.

2. *Establishing professional relationships with agencies.* My volunteer work gives me experience in working with the director and staff of a professional organization. It

(cont. on p. 13)

Job Opening

Cognitive Science
University of Wisconsin - Madison

The University of Wisconsin-Madison has created a cluster of three faculty positions in the interdisciplinary area of Cognitive Science. The aim of the cluster is to develop innovative and competitive research programs that will foster productive interactions among faculty and students across departments and expand the contributions of Cognitive Science into the wealth of related research already present on the University of Wisconsin-Madison campus.

Successful candidates will use the cluster structure as a catalyst for collaborative research; advise graduate students; contribute to the University's teaching mission; and participate in faculty governance in their respective departments, colleges, and/or the University. Faculty hired under this initiative will have primary or joint faculty appointments in existing campus departments.

To initiate the cluster we are seeking a senior candidate with a strong reputation for successful interdisciplinary collaboration in an area of Cognitive Science. Two areas of specific interest are (1) judgment and decision making and (2) linguistics and computation. The ideal candidate will be able to contribute to the University of Wisconsin-Madison faculty's research interests, and to the application of basic research to problems in one or more of the following: behavioral science, computer science, economics, education, engineering, and health-related fields.

Applications should include a CV and a statement describing research and teaching interests, accomplishments, and direction, as related to the description above. Names and contact information for three references should also be included. Applications will be accepted until the position is filled. Applications should be addressed to: Cognitive Science Cluster Initiative, University of Wisconsin-Madison, Attn: Carol Allen, 1202 W Johnson Street, Madison WI 53706-1696.

The University of Wisconsin-Madison is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply. Unless confidentiality is requested in writing, information regarding applicants and nominees must be released upon request. Finalists cannot be guaranteed confidentiality.

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NOTES FROM THE EXECUTIVE OFFICER (CONT.)

(cont. from p. 1)

for Submissions will be issued next spring.

The biennial meetings of the International Society for the Study of Behavioral Development were held July 11-14 in Beijing, PRC. I have been a member of this organization since the early 1970's (we hosted the second biennial meeting in Ann Arbor in 1973). Ken Rubin currently serves as president and presided over this outstanding conference, which was rich in terms of the invited program as well as the submitted symposia and posters. This was the third time ISSBD has played a role in meetings held in Beijing, the first being in 1987, when a satellite conference was held following the main meetings of the Society in Tokyo. Then in 1994 a special workshop was held there. I have had the pleasure of participating in all three. This summer's meeting was the culmination of a most impressive cooperation between the officers of ISSBD and the Chinese scholars who have worked so hard to make these conferences successful.

The progress that has occurred in China over the past 15 or so years is truly remarkable, and the activity and quality of scholarship in the developmental sciences is impressive. In addition to the senior scholars who have worked diligently to maintain their academic tradition, there is now a new generation of scholars, and all of us in attendance felt that we would be seeing great strides in the research and applications coming from our Chinese colleagues in the years to come.

The next biennial meeting of ISSBD will be held in August 2002 in Ottawa, Canada, and I hope that many of you will be able to participate in this meeting. The opportunities for communication and potential collaborations with scholars from around the globe are truly rich.

Harold Stevenson, Xinyin Chen, and Rainer Silbereisen at ISSBD in Beijing

Meeting delegates visit the Great Wall

Brett Laursen in Beijing

Hiroko Akiyama and Toni Antonucci at the Great Wall

Announcing a Workshop on Research and Social Policy: Families, Peers, and Schools as Developmental Contexts, sponsored by the ISSBD, the W. K. Kellogg Foundation, and the Johann Jacobs Foundation. The workshop will be held July 9-13, 2001 at the Cultural Center of the Pontificia Universidad Catolica del Peru in Lima. For more information, contact Brett Laursen (laursen@fau.edu) or visit the ISSBD website (www.issbd.org).

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FOCUS ON SRCD WASHINGTON OFFICE (CONT.)

(cont. from p. 1)

includes the National Institute of Child Health and Human Development, The National Institute of Mental Health, and the National Institute on Drug Abuse) and other divisions of the Department of Health and Human Services to support increased funding for research related to child development. We also have worked to strengthen our relationships with the National Science Foundation, the National Institute of Justice, and other agencies involved in child development research. Additionally, we have monitored and responded to developing regulatory issues, such as the Proposed Federal Policy on Research Misconduct to Protect the Integrity of the Research Record, the revised Policy on Instruction in the Responsible Conduct of Research (RCR), and proposed strategic plans for research to address health disparities.

Social Policy relates to legislative and regulatory activity affecting children and families in the nation. Our work in this area is issue driven; we interact with federal policy makers regarding specific topics, such as childcare, education, and welfare reform. The office works to provide research-based information relevant to social policy issues in order to facilitate educated policymaking. We have responded to requests from several Members of Congress to provide information and access to research expertise, and we sought to provide such information to Members addressing issues for which there is relevant research. Our primary activity in the area of social policy over the past year has been to introduce SRCD to policymakers who otherwise were unaware of the society and our potential as a resource.

The Policy Fellowship Program, formerly the SRCD Executive Branch Policy Fellowship Program, has grown and is thriving. This year, we will have our largest class of Fellows ever (see short bios for the Fellows, pp. 11-12). The Executive Branch Fellowships continue to be attractive to applicants and to the federal agencies as well. We have reinstated the Congressional Fellowships, and will sponsor two Fellows in Congress for the first time since 1989. All of the Fellows, Executive Branch and Congressional, will complete a two-week orientation program sponsored by the American Association for the Advancement of Science in September and then will begin their fellowship placements. The activities and support of the fellowship program have expanded as well. This year for the first time, each new Fellow will be paired with a former Fellow who will act as an informal mentor. We will meet with the Fellows monthly to receive updates on their activities and to provide substantive programming and other resources. Also, the Fellows will be involved in several activities at the 2001 Biennial Meetings, including a discussion hour and a reception.

The Communications/Dissemination activities of the Office are designed to "give the science away." Our communications plan, developed and enacted in conjunction with the Committee on Child Development, Public Policy, and Public Information, focuses initially on the 2001 Biennial Meeting to develop media relationships and a foundation of activities and resources. The long-term plan builds on the biennial meetings to develop ongoing communications and dissemination capacity. In addition to our expanded outreach to the media for coverage of the meeting, we are developing a training model to provide media-relations skills building for the membership. If you are interested in taking part in media training, look for further information in the next SRCD *Newsletter*. Other activities include working with the *Social Policy Report* editors to publish and disseminate this important resource to policymakers, and exploring new opportunities and new formats for providing research-based information on child development to policymakers and the public.

Lauren Fasig

Membership Affairs includes many core activities that are essential to the other goals and actions of the Office. We work with SRCD governance groups, including Governing Council, the Committee on Child Development, Public Policy, and Public Information, and the Student Policy Network, to enact the objectives of the Society. In order to better inform the membership, we will soon begin publishing a monthly online newsletter, the Washington Update. This newsletter will provide information on federal happenings and our activities corresponding to the categories described in this column. The Washington Update will be available on the SRCD website through the page for the Office. We will update the page monthly and hope that you will check it often.

As you can see from this brief description, we are busy with many challenges and diverse projects. I have very much enjoyed the past year, and I look forward with great excitement to the opportunities and challenges of the coming year. I wonder what will be next....

Lauren G. Fasig
Office for Policy and Communications, Washington DC

MEMOIR

Lisa Margarit Capps
1964-2000

(Photo courtesy of Jane Scherr, Public Affairs Office, University of California, Berkeley)

Lisa Margarit Capps died on February 7, 2000 in Berkeley, California after a year-long battle with lung cancer. At the time of her death Lisa was an Assistant Professor of Psychology at the University of California at Berkeley.

At Berkeley Lisa was a member of both the developmental psychology and the clinical psychology programs. She taught courses in developmental psychopathology, emotion in psychopathology, autism, and narrative and the self. She was a gifted teacher and in just three years had organized a laboratory populated with both undergraduate and graduate students. Her invigorating style generated linkages between various groups in the Psychology Department and between psychology and other departments in the university.

Born in Santa Barbara in 1964, Lisa attended public schools in Santa Barbara. Along with superior performance in school, Lisa was an outstanding long-distance swimmer. She received her undergraduate degree from Stanford University. Her degree was in Human Biology with Honors in Humanities. She was elected to Phi Beta Kappa in 1986, the year that she graduated.

Lisa received her Ph.D. in Clinical Psychology at UCLA. Prior to beginning formal graduate training Lisa spent time in the New York area doing research with Jerome Bruner and Carol Feldman. While a graduate student she was awarded a University Fellowship, Chancellor's Dissertation Fellowship, and the American Psychological Association Dissertation Award. Lisa's research focused on several topics including social and emotional functioning of individuals with autistic disorder, developmental theory of childhood emotional disburbance, intergenerational transmission of anxiety disorders and narrative approaches to psychopathology. Her work helped to dispel some of the mythology surrounding autism. It demonstrated that autistic individuals can develop secure attachments and that they can display substantial social awareness. She paved the way for a future generation of studies on narrative psychology and developmental psychopathology.

In addition to numerous scholarly papers she authored three books: *Constructing Panic: The Discourse of Agraphobia* (1995), with E. Ochs; *Children with Autism: A Developmental Perspective* (1997). with M. Sigman; and *Living Narrative* (in press) with E. Ochs. She received support for her research from the University of California, the Spencer Foundation, and the National Institute of Mental Health.

Lisa's gracious personality, incisive mind, and genuine affection for others influenced and inspired everyone with whom she interacted. She is survived by her husband, Nathan Brostrom and two sons, David and Walter.

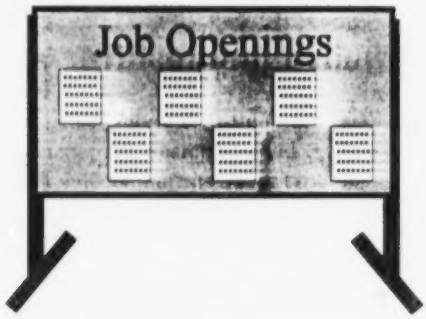
Albert H. Hastorf
Stanford University

JOB OPENING

Developmental Psychopathology Research Training Program
Vanderbilt University

Postdoctoral Fellowship: The Developmental Psychopathology Research Training Program of Vanderbilt University announces the availability of a position for a Postdoctoral Fellow in Psychology. The aim of this interdisciplinary program is to train leading scholars in the methods and science for the study of the development of normal and abnormal behavior across the life-span. Individuals with training in clinical, developmental, social, personality, quantitative, or educational psychology are especially encouraged to apply. Trainees work closely with one or more faculty mentors to develop their own program of research. In addition, they participate in a weekly proseminar that involves visits from international scholars. With NIMH support, trainees receive a stipend, tuition, and funds for travel and research. Interested U.S. citizens should submit a curriculum vita, a single-page statement of interests and possible matches with program faculty, reprints of publications, and three letters of reference. Application materials should be sent to: Judy Garber, Ph.D., Director, Developmental Psychopathology Research Training Program, Box 512 Peabody College, Vanderbilt University, Nashville TN 37203. Vanderbilt University is an equal opportunity, affirmative action employer.

Biennial Meeting April 19-22, 2001, Minneapolis, MN	Open Position Form



Job openings will be posted on the "Job Openings" board near the Registration Desk in the main lobby of the Minneapolis Convention Center. Postings will be based on the information provided on this form, so please be complete.

Position Title: _____

Job Location: _____

Brief Description:

Qualifications: _____

Contact Person: _____

Attending Biennial Meeting?

- **Yes. Leave a message:** _____ **Hotel**

  Phone: _____

- **No, see contact information below.**

Address: _____

_____

_____

Phone: _____

Fax: _____

E-mail: _____

Return your completed form by March 16, 2001 to: **Dr. Kathleen Galotti**
Department of Psychology
Carleton College
Northfield, MN 55057

EIN 35-6005842

SRCD Registration Form

Biennial Meeting, April 19-22, 2001, Minneapolis, MN

Mail to: SRCD Registration, 505 E. Huron - Suite 301, Ann Arbor, MI 48104-1567
Fax (credit card registrants only): 734-998-6569 ***Do not mail after faxing***
Questions: srcd@umich.edu

minneapolis city of lakes

Please attach a **BUSINESS CARD or LEGIBLY** complete all of the following information:

❑Dr. ❑Prof. ❑Ms. ❑Mr. ❑Mrs.

For Badge

Name _____

Affiliation _____

❑ **Office Address** ❑ **Home Address**

Department _____

Organization _____

Address _____

City/State/Zip _____

Country _____

Office Phone _____

Office Fax _____

Home Phone _____

E-Mail _____

Do you have any special needs or disability which might require assistance? ❑Yes ❑No

Deadline to request special assistance: January 31, 2001.

If yes, please describe: _____

_____

_____

❑ I am interested in learning more about becoming a Senior Mentor for the 2001 SRCD Millennium Fellows Program (see page 15 for more information).

Cancellation/Refund Policy — All cancellations must be submitted in writing by March 23, 2001. There is a $30.00 handling charge for all cancellations. We regret we cannot process any refunds after March 23, 2001. Refunds will be mailed approximately six weeks after the biennial meeting. Those who do not appear at the conference, thereby canceling by default, will not be eligible to receive a refund. If you have any questions, please contact SRCD (srcd@umich.edu).

There is a $25 fee for returned checks.

DEADLINES—Postmark or Fax:

- **Early Registration—March 15, 2001.**
- **Preregistration—April 6, 2001.**

*** Proof of Student or Postdoc status required—membership card acceptable.**

	Early	Prereg.	On-site
❑ Member	$105	$120	$135
❑ Nonmember	$135	$150	$165
❑ Postdoc/Emeritus*	$80	$95	$110
❑ Student Member*	$55	$70	$85
❑ Student Nonmember*	$65	$80	$95
❑ One Day	$90	$90	$90

Check day: ❑ Thurs ❑ Fri ❑ Sat ❑ Sun

Tickets for events are on a first come, first serve basis.

❑ **Lunch with the Leaders** $20.00
Friday, April 20, 2001
Choose one topic in each area of interest:
Area 1. ❑ Cognitive *or* ❑ Socioemotional development
Area 2. ❑ Infancy *or* ❑ Childhood *or* ❑ Adolescence
Area 3. ❑ Basic *or* ❑ Applied research

❑ **Minnesota Institute of Art Reception** $20.00
Friday, April 20, 2001 – limited capacity

❑ **Total Amount Due:** ..... $_____

❑ **Payment Method—in U.S. dollars only:**
Purchase orders are not accepted.
- ❑ Check (Payable to "SRCD Registration")
- ❑ Mastercard/Visa
- ❑ Electronic Bank Transfer - *International only*
(After receipt of your form, we will contact you with bank information.)

Credit Card # _____

Exp. Date _____

Signature _____

Billing Address _____

_____

Biennial Meeting
April 19-22, 2001, Minneapolis, MN

SRCD Housing Form

FAX FORM TO:
612-335-5842
Do not mail after faxing

INTERNET:
www.srcd.org
Click on "SRCD Biennial Meeting"

MAIL FORM TO:
SRCD Housing Bureau
GMCVA
33 S Sixth Street, Suite 4000
Minneapolis, MN 55402

PAYMENT Policies and Information:

A $100 deposit (U.S. dollars) is required for each room before the reservation(s) may be processed. With your Housing Form, please include a major credit card number or a check, made payable to the GMCVA.

- Cancellations received after March 16, 2001 will forfeit a $25 cancellation penalty fee.
- Cancellations received within 72 hours of arrival date will forfeit the entire deposit.
- Early departures, changes, and cancellations after March 16, 2001 are subject to penalty fees set by the hotels.

DEADLINE for special rates is March 16, 2001. After this date, rooms and rates are based upon availability.

Rank-order 3 choices:		Single	Double	Triple	Quad
____	Crowne Plaza Northstar Hotel	$129	$129	$139	$139
____	Doubletree Suites	$124	$124	$134	$134
____	Embassy Suites Minneapolis	$125	$125	$145	$145
____	Hilton & Towers	$125	$135	$145	$155
____	Holiday Inn Express	$119	$119	$119	$119
____	Minneapolis Hyatt Regency	$133	$143	$153	$163
____	The Marquette	$135	$145		
____	Marriott City Center	$129	$139	$149	$159
____	Radisson Plaza Hotel	$135	$135	$145	$155
____	Regal Minneapolis Hotel	$121	$131	$141	$151
____	Quality Inn	$84	$90	$96	$102

★ All rates are subject to a 12% tax.

Arrival Date: _____ **Departure Date:** _____

Room type requested: ☐ 1 Bed ☐ 2 Beds
☐ Smoking ☐ Nonsmoking ☐ Handicapped

Number of occupants: 1 2 3 4

Send Reservation Acknowledgment to: (Only one will be sent.)

Name: _____
Address: _____
City: _____ **State/Province:** _____
Country: _____ **Zip/Postal:** _____
E-mail: _____
Phone: _____ **Fax:** _____

List names of all occupants:

1. _____
2. _____
3. _____
4. _____

Deposit Method: (U.S. dollars only)

Card No.: _____
Exp. Date: _____
Signature _____
OR
Check No.: _____

SRCD Preconference & Special Event Scheduling Form

Preconference Meetings, Workshops, and Receptions: The number of preconference meetings, workshops, receptions, and alumni gatherings increases every year. Although the Program Committee cannot take financial responsibility for these events, it is imperative that the SRCD office handle room scheduling, local arrangements, and, if desired, publicity in the Program Book about these events.

- Fee: $50.00 - Make check payable to: SRCD - Preconference
- Forms received without the $50.00 fee will be returned
- Deadline to be published in Program Book: November 1, 2000
- Deadline for event to be scheduled: February 15, 2001
- Events are scheduled on a first come, first served basis
- Events are subject to space and time availability
- Events may not compete with any SRCD function
- This form may be used to request a check from your institution

Event Name: _____

Group/Organization: _____

Contact Person: _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Address: _____

Billing Address: _____

Type of Event (reception, dinner, workshop, other): _____ **No. of Attendees:** _____

Date: 1st Choice _____ **Time: 1st Option:** _____ **to** _____

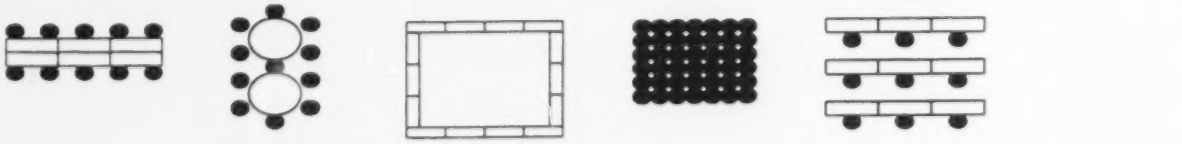
2nd Option: _____ **to** _____

Date: 2nd Choice _____ **Time: 1st Option:** _____ **to** _____

2nd Option: _____ **to** _____

Meeting setup (circle one):

Conference **Rounds** **Hollow Square** **Theater** **Classroom** **Other**



Do you have audio visual requirements? ☐ Yes ☐ No

Do you have food and/or beverage requirements? ☐ Yes ☐ No

The audio-visual vendor and hotel will contact you directly for these arrangements.

Comments: _____

Send the completed form and $50.00 fee to:

SRCD Preconference Events
505 E. Huron - Suite 301
Ann Arbor, MI 48104-1567

Questions? Call 734-998-6578

THE WASHINGTON REPORT

This column will regularly feature profiles of federal agencies that support child development research. This practice will continue the tradition started by the previous Washington Office, and will provide regular updates of Federal activities to the membership. Additionally, the column will include information about relevant Federal events and happenings as they occur.

SRCD is pleased to announce the 2000-2001 class of Policy Fellows. The following individuals will spend the fellowship year working either in Congress or with an office of the Executive Branch of the Federal government.

Gretchen Butera

Gretchen Butera will be an SRCD Congressional Fellow for 2000-2001. She received her Ph.D. in Special Education and Early Childhood from the University of California at Santa Barbara. A professor at West Virginia University for the past eight years, Gretchen has most recently been involved in research on children in Appalachian communities with the Energy Express program. In 1998, she received the Frontiers of Research on Children, Youth, and Families award from the National Research Council for her ethnographic case study research with Energy Express. She has also worked with Head Start and Early Head Start programs and is particularly interested in the policy issues affecting at-risk children and families and the discrepancies in child development research dealing with special education.

John Ogawa

John Ogawa comes to the Congressional Fellowship program from the University of Minnesota, where he has been working for the past six years on evaluations of two national welfare-to-work programs: the New Chance Demonstration and the JOBS Program. Before he received his Ph.D. in Child Development from the University of Minnesota, he was a National Institute for Mental Health (NIMH) Predoctoral Fellow. In addition to his evaluative experiences with intervention programs, John has been involved in studies on normative development in high-risk mothers and children, as well as on normative peer relations in adolescents.

Rhonda Boyd

Rhonda Boyd is an Executive Branch Policy Fellow working with both the Administration for Children, Youth, and Families (ACYF) and the National Institute of Mental Health (NIMH). Her work will focus on the Head Start Mental Health Research consortium, which is a joint collaboration between ACYF and NIMH, in addition to a few projects she will be working on concerning maternal depression at NIMH. She received her Ph.D. in Clinical Psychology from the University of Iowa. Most recently, Rhonda has been a Postdoctoral Fellow with the Department of Mental Hygiene at the Johns Hopkins University School of Hygiene and Public Health, where her research included prevention and intervention work, community violence, and anxiety disorders in children from diverse populations. While completing her postdoctoral research work, she gathered clinical experience with her work as a consultant for the Starting Early/Starting Smart Partnership, conducting cognitive assessments with the Johns Hopkins University-Ashland Head Start children. Additionally, Rhonda's interests lie in child psychopathology, psychological assessments, social competence, and hearing-impaired children.

Jessica Campbell

Jessica Campbell will be an SRCD Executive Branch Fellow at the National Institute on Drug Abuse (NIDA). She will be working with Vince Smeriglio at NIDA, focusing on program development in the area of developmental consequences of drug abuse during middle childhood, preadolescence, and adolescence. She joins the program after recently completing a Postdoctoral Research Fellowship at the National Institute of Child Health and Human Development (NICHD), where she was involved with work on a longitudinal study on early child-care effects on children's social, emotional, and cognitive development. Jessica obtained her Ph.D. in Human Development and Family Studies from the University of North Carolina at Greensboro. While a doctoral candidate, she worked with the National Child Abuse and Neglect Task Force, the Forum on Federally Funded Research in Child Abuse and Neglect, and completed an internship with the North Carolina Child Advocacy Institute. In addition to child abuse and violence, Jessica's policy interests include parental socialization issues and children's social development.

Brenda Jones Harden

Brenda Jones Harden will be working in the Evaluation and Research Branch of the Administration for Children, Youth, and Families (ACYF) on research related to Early Head Start, Head Start home visitation, and children in the child welfare system. During her graduate career, she studied child development and social policy as a Bush Fellow at Yale University. Since obtaining her Ph.D. in Developmental-Clinical Psychology from Yale University, Brenda has been an assistant professor for the Institute for Child Study at the University of Maryland. She also worked as a lead consultant for training and technical assistance at the Early Head Start National Resource Center. Earlier in her graduate career, Brenda received her Masters of Social Work in Family and Child Welfare from New York University.

(cont. on p. 12)

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POLICY FELLOWS (CONT.)

(cont. from p. 11)

Karin Johnson

As an Executive Branch Fellow, Karin Johnson will be working with the National Institute of Drug Abuse (NIDA) Center on AIDS and Other Medical Consequences of Drug Abuse (CAMCODA). Her work will focus on the areas of pediatric neuroimaging and its applications, as well as on adolescent health and rural health issues. A certified pediatric nurse practitioner, Karin received her Masters in Maternal and Child Health Nursing from the University of Maryland. After working with inpatient and community-based obstetrics and pediatrics for several years, she obtained her Doctor of Public Health degree from Johns Hopkins University Department of Maternal and Child Health, School of Hygiene and Public Health. During her graduate studies, Karin developed a family nursing program for rural communities and was Director of the Center for Adolescent Health at Salisbury State University. She comes to the Fellowship program having most recently been the Assistant to the President of Salisbury State University. In addition to her nursing work with infants, her studies of rural adolescents, and work as Director of Grants and Sponsored Research, her public health consulting work has taken her to Kenya, Uganda, Estonia, and other places around the world.

Carole Kuhns

Carole Kuhns will be working as an SRCD Executive Branch Fellow with the Commissioner's Office for Research and Evaluation (CORE) at the Administration for Children, Youth, and Families (ACYF). She will be involved with the Early Head Start Research Study, which includes an analysis of children participating in child care as well as Head Start and the collaboration between the child's Head Start program and child care program. Carole will also be working with the Child Care Bureau, on the new low-income research projects. She comes to the program as the Director of Research and Evaluation for the Graduate Program of Public Administration and Policy at Virginia Polytechnical Institute and State University, where she has been a principal investigator on welfare reform studies and on an evaluation study of the Child Care Plus program. Prior to that, Carole was an assistant professor for the Public Policy graduate program at Georgetown University, where she also developed the National Resource Center for Health and Safety in Child Care at the National Center for Education in Maternal Child Health. She received her Ph.D. in Child Development from the University of Maryland and also has a Masters in Child Psychiatric Nursing. In addition to her clinical work and teaching experiences, she is also interested in research on the relationship among childcare, parenting, and children's development, as well as evaluation studies of welfare reform.

Ivelisse Martinez

IvelisseMartinez will be an SRCD Executive Branch Policy Fellow working with the Child Care Bureau at the Administration for Children, Youth, and Families (ACYF). She recently completed Ph.D.s in both Psychology and Linguistics at the University of Michigan and her previous graduate education includes a Masters in Linguistics and a Masters in Applied Linguistics (ESL). Ivelisse has been involved in the study of developmental psycholinguistics, specifically the role of linguistic factors in the development of cognitive processes. Her research interests include bilingual studies in early language acquisition, cognitive development, social cognition development, and socio-cultural influences on cognition and language.

Melissa Welch-Ross

As an SRCD Executive Branch Policy Fellow, Melissa Welch-Ross is working with the Early Childhood Institute (ECI) of the Office for Educational Research and Improvement (OERI). Her primary responsibilities include assisting in the development of the research agenda for the Early Childhood Institute, writing synthesis papers on topics that will inform that agenda, monitoring a portion of the research portfolio, and contributing to interagency initiatives on early childhood research and education. Melissa earned her Ph.D. in Developmental Psychology at the University of Florida. She completed a Predoctoral Training Fellowship sponsored by the National Institute of Child Health and Human Development (NICHD). As Assistant Professor of psychology at Georgia State University, Melissa received a FIRST award from NIMH for her research on "The Social Construction of Autobiographical Memory." Her other research and policy interests include the developmental processes affecting the accuracy of children's eyewitness reports, early childhood memory experiences, and social-cognitive development.

JOB OPENING

Child and Family Studies
University of Tennessee

Three positions available. We are searching for a Department Head (full rank) and two scholars to fill positions in child development or early childhood education at the Assistant or Associate rank. For information on the Department Head position, please contact Dr. Cheryl Buehler, 115 JHB, University of Tennessee, Knoxville, TN 37996-1900. For information on the two faculty positions, please contact Dr. Sandra Twardosz, 115 JHB, University of Tennessee, Knoxville, TN 37996-1900.

A Student Speaks (cont.)

(cont. from p. 3)

Zena R. Mello

allows me the opportunity to 'practice' developing professional relationships with key figures similar to those I will collaborate with as a junior faculty member in conducting my own research.

3. *Personal satisfaction*. My volunteer work is rewarded through the affirmation I get every time I walk through the door. My aim of bettering the lives of low-income adolescents is met when I teach an adolescent resident how to make dinner or listen to their stories about a friend or school project. Working with these youth ties me to the community and reminds me of why I invest so much time learning about methodology and theory. Being a volunteer enables me to give something back to the community, to make a contribution through practice and research.

Although I benefit greatly from my work at the shelter, I sometimes also face challenges. On occasion the circumstances experienced by some of the residents affect me emotionally. I leave the shelter at times deep in thought about the adversity a particular resident has dealt with. There are also difficulties in dealing with adolescents' fluctuations in mood and behavior as they are involved in therapy and 'working through' their own issues. Overall, I learn a tremendous amount both from the challenging and positive experiences at the shelter.

I highly recommend volunteering as a source of professional and personal development and encourage graduate students to become involved in volunteering to add to their graduate training. Volunteering at the shelter has enabled me to gain invaluable experience that will greatly contribute to my professional and personal development. Those interested in pursuing volunteer positions may be curious about the training and time commitment that volunteering requires.

How much time and commitment does it take? My volunteer position requires me to work every week for at least two hours. To maximize the benefit one should plan on making a commitment of at least 6 months to a year. Dedication and continuity are crucial to the needs of the organization and to the individuals served. Most organizations are responsive to students' needs and accommodate scheduling changes for examinations, conferences, and the like.

What kinds of places are there to volunteer? There are a myriad of social service agencies needing volunteers. My research interests involve adolescent development; thus, I have always participated in organizations that serve youth. However, there are also places that serve the elderly or day care facilities for those who wish to be with preschool aged children. Programs are available that serve individuals through out the life span and for a variety of social needs.

How to find volunteer organizations? One source of locating organizations in need of volunteers is the social service portion of the phone directory or the local newspaper. Other sources include the web or volunteer referral organizations on your campus.

Attention Student Members!

Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in the *Newsletter*. Therefore, we will begin to provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

Mark Your Calendar!

Oct. 1	Membership renewal notices will be mailed.
Nov 1	Deadline to list your Preconference/Special Event in the biennial meeting program.
17	Election ballots will be mailed to voting members of SRCD.
Dec. 1	Deadline for return of Membership renewals.
early	Decision letters for SRCD Biennial Meeting Program are mailed.
Jan. 19	Deadline for return of election ballots to SRCD.

Child Development Occurs in History: A Preconference Workshop

Goals of the Workshop

"Context" is, increasingly, receiving its due from child developmentalists. That's the good news. The less-good news is that the formal training of many developmentalists has done but little to help them think systematically about context, and less to help them understand how to conduct research that inquires into context. This is so even though it is increasingly hard to escape recognizing that the immediate contexts within which children develop are themselves embedded in a series of wider and wider contexts, affecting them, sometimes gradually, sometimes sharply. Each of these contexts change, often rapidly enough that children develop in a world that differs from the one in which their parents came of age. So developmentalists must learn to move from "environment," which is simply "out there," external to the workings of development," to "context," which transacts, back and forth, with developing actors.

In the contemporary field of child development, the historical grounding of empirical studies responds to two intellectual challenges that are faced by developmentalists: (1) the need to comprehend social contexts so that they are not merely the "environment renamed" and (2) the need to deal thoughtfully with social-constructionist understandings of central concepts in the field. An understanding of the developing child as embedded in a historical setting offers an approach to children's development that confronts the contextualist and the social-constructionist challenges to the way developmentalists typically work.

The objective of the pre-conference workshop on child development is to address both methodological and theoretical issues concerning the placement of children in history. The workshop will introduce a variety of perspectives on history and its reciprocal relationship with children's development by using examples from ongoing studies, readings, and discussion. Selected research projects of participants will be examined in terms of "what can be done to make them more historical."

Co-Directors

John Modell (trained as a social historian and currently Professor of Education, Human Development, and Sociology at Brown University) is the author of Into One's Own: From Youth to Adulthood in the United States 1920-1975 (1989), a historical study of the transition to adulthood. Glen H. Elder, Jr. (trained as a sociologist/social psychologist and currently Howard Odum Distinguished Professor of Sociology and Population Studies, University of North Carolina) is the author of Children of the Great Depression (1974, new edition 1999), and (with Rand Conger) Children of the Land: Adversity and Success in Rural America (2000).

Selection of Participants

Participation in the workshop will be limited to 20 registrants. Applicants should, therefore, submit a brief (2-3 paragraphs) description of their intellectual interests, with a focus on their research ties and interest in history. Selected participants will be asked to submit a modest workshop fee to covers basic expenses, such as reading material. Contact (either)

John Modell
Department of Sociology - Box 1916
Brown University
Providence, RI 02912-1916
Phone: (401) 863-2176
Fax: (401) 863-3213
john_modell@brown.edu

Glen H. Elder, Jr.
Carolina Population Center
University of North Carolina
University Square, CB# 8120
123 West Franklin Street
Chapel Hill NC 27516-3997
Phone: (919) 966-6660
Fax: (919) 966-7019
glen_elder@unc.edu

Members in the Media

The SRCD Office for Policy and Communications is interested in highlighting members who are featured in the news media for their work on various research-related topics. Forthcoming issues of the newsletter will include a section devoted to the recognition of such achievements by our members. We highly encourage all members to report current and recent past noteworthy mentions in local, state, or national: magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Members should specifically provide us with their affiliation, name and date of the media coverage, and a brief description of the topic. Information may be mailed, e-mailed, or faxed to: Meredith Bosler, Coordinator, SRCD Office for Policy and Communications, 750 First Street, NE, Washington, DC 20002-4242. Phone: (202) 336-5926; Fax: (202) 336-5953; Email: SRCD@apa.org.

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Millennium Fellow's Program

Following a remarkably successful pilot year, the Society for Research in Child Development will continue its minority recruitment program this spring in Minneapolis. The *Millennium Fellow's Program* is designed to attract undergraduate minority students who may be interested in a career in child development, but are uncertain about their opportunities or may not have adequate support to guide them through this challenging process. This uniquely designed program provides Fellows with opportunities to engage with professionals from various careers in child development. Each Fellow is assigned to a "family" which is comprised of Junior and Senior level Mentors. Junior Mentors are doctoral level students whose fundamental role is to provide information and guidance regarding the "graduate school experience." Junior Mentors present their current research and afford the Fellow's a realistic perspective connected with doctoral studies. Vital to the program's success is the role of the Senior Mentor. Senior level professionals offer unparalleled insight, inspiration and information. Special activities and events are structured to facilitate the development of supportive, enduring relationships among the Fellows and the Junior and Senior Mentors. In addition, we are excited to report that over fifteen of the twenty Fellows who participated in the 1999 program will be supported to return to the conference. Their enthusiasm to participate and contribute to a program that influenced their lives will be, by all accounts, a positive force for this year's program.

The *Millennium Fellow's Program* is primarily organized around preconference events, which will take place on April 18-19, 2001. If you are considering becoming a Senior or Junior Mentor, please note that your participation during this time is essential. Applications for Fellow and Junior Mentor positions are available on the SRCD website (www.srcd.org). If you are interested in becoming a Senior Mentor please consider signing up by marking the appropriate box on the meeting registration form or by contacting, Jennifer Astuto, program assistant, at ja225@is6.nyu.edu.

Job Opening

Department of Psychology

Massachusetts College of Liberal Arts

DEVELOPMENTAL PSYCHOLOGY (Search Reopened): For fall 2001: The Department of Psychology at Massachusetts College of Liberal Arts, invites applicants for a tenure-track, assistant professor position to teach courses in Introductory Psychology; in child, adolescent and adult development; and in other areas of candidate's interest. Participation in college's Core Curriculum also expected. Qualifications: Ph.D. in Developmental Psychology required (ABD considered); demonstrated commitment to fostering undergraduate research and teaching in small liberal arts college located in the beautiful Berkshire Hills of western Massachusetts. For more information, visit www.mcla.mass.edu. To apply, send vita, statement of teaching philosophy and research interests, three letters of reference to: Human Resources, Massachusetts College of Liberal Arts, 375 Church Street, North Adams, MA 01247-4100. Review of applications will begin immediately and continue until position is filled. Women and minorities are encouraged to apply. MCLA is an AA/EEO employer.

Meeting Information

A plethora of information about Minneapolis is available from the Greater Minneapolis Convention and Visitors Association website—go to the SRCD website, click on "Biennial Meeting," then on the sketch of the city for a link. A five-mile system of glass enclosed elevated walkways, the Minneapolis Skyways, connects more than 62 blocks of hotels, shopping, dining, theaters, and more. No matter what the weather outside, you can enjoy all that Minneapolis has to offer—including the 2001 SRCD meeting at the Minneapolis Convention Center.

All meeting sessions, exhibits, and poster sessions will be held in the Minneapolis Convention Center. The space is well suited to our meeting needs, and we believe attendees will enjoy sessions there. Preconference events will be held in the Minneapolis Hilton and Towers and Hyatt Regency Minneapolis.

On Friday evening, April 20, 2001, we have reserved the second floor of the Minneapolis Institute of Arts (www.artsmia.org) for a reception. You will enjoy hor d'oeuvres and beverages (cash bar) while browsing the Africa, Oceania, and the Americas Collection; the Asian Collection; plus collections in three traveling galleries. Buses will be provided. Your cost for this evening is $20 per person. Check the appropriate box on your registration form to reserve your ticket(s) now.

Membership Office Contact Information

Tel: (734) 998-6524
Fax: (734) 998-6569
E-mail: admackay@umich.edu

SRCD Notices

A Newsletter by any Other Name...

Name our Newsletter and get free registration for the 2001 biennial meeting! With the dawn of the new millennium we would like the SRCD newsletter to have a unique name reflective of the Society. Entries are limited to SRCD members; all member categories are eligible. No more than five entries per person, please. Submit your suggestions by email to: pamreid@umich.edu or tetucker@umich.edu by November 15, 2000. Be sure to include contact information with your entry. The winning name will appear on the winter issue of the newsletter.

It's New... www.srcd.org!

SRCD's website has a new look. As of a few weeks ago, the SRCD website moved from Blackwell in the UK to the SRCD Executive Office in Ann Arbor, MI. The web address is the same—www.srcd.org—so please take a look.

In a month or so expect to find a "Members Only" page. Here you will be able to access the membership directory, newsletter, Social Policy Report, and eventually much more, because you are an SRCD member. On-line registration will be added to the Biennial Meeting page, and on-line membership renewal will be added to the Membership Information page.

We hope you will be pleased with the new services available to you on the SRCD website. Constructive feedback from you would be greatly appreciated. Send your suggestions/comments to: srcd@umich.edu.

IMPORTANT!

SRCD will not consider for publication any manuscript that is exactly or substantially similar to a manuscript that has been posted on the world-wide web.

Membership FYI

As of October 1st membership may no longer be renewed for 2000. If you have students or colleagues who wish to join or renew, they must do so for 2001. Issues of 2000 publications will no longer be available as a "membership" package, but will be available from Blackwell Publishing at the individual issue price.

- As a member for 2000, your membership does not expire until December 31st.
- The deadline for renewing your membership for 2001 *and being eligible to receive the initial publications for the year as soon as they are released* is December 1, 2000.
- Renewing after December 1st does not insure that you will receive the initial publications as they are released; however, they will be sent to you as soon as possible.

New Editor for Child Development

It is with great pleasure that the Executive Office announces the appointment of Prof. Lynn Liben as the Incoming Editor of Child Development effective July 1, 2001. We are delighted that Lynn has accepted the challenge to continue the strong tradition of scholarly excellence established by her many predecessors, and currently by Marc Bornstein. Our thanks to Marc for this wonderful journey, and our best wishes to Lynn for personal and professional success during her tenure.

SRCD Newsletter

Editor
Pamela Trotman Reid
pamreid@umich.edu

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Thelma Tucker
tetucker@umich.edu

Memoirs
Alberta Siegel
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The Newsletter is published four times a year: Circulation is approximately 5,400. The newslettter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

To submit copy for the SRCD Newsletter: Email to the editor or managing editor, announcements, articles, or ads that may be of interest to Society members; they will be published as space permits.

Copy deadlines:
March 1
June 1
September 1
December 1

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich.edu.

Governing Council

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Past President	Frances Degen Horowitz
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	Jack P. Shonkoff
	Carolyn Zahn-Waxler
Ex Officio	John W. Hagen

JOB OPENING

Research Associate
American Institutes for Research

The Education Statistics Services Institute (ESSI) of the American Institutes for Research, a well-established not-for-profit social science research and development organization, seeks candidates who have experience in early childhood, developmental psychology, or human development for a Research Associate position. The successful candidate will work with our client, the National Center for Education Statistics (NCES), on the Early Childhood Longitudinal Studies and possess strong substantive expertise/knowledge in early childhood, quantitative analysis, and excellent writing skills. Position requires a Master's in Human Development, Psychology, Early Childhood Education, or a related field. We offer an excellent compensation package and full benefits. Please forward resume with cover letter, availability, and an independently written and edited writing sample to:

Human Resources - ECLS
American Institutes for Research
Education Statistics Services Institute
1000 Thomas Jefferson Street, N.W.
Washington, DC 20007
FAX 202-944-5454
www.air.org

EOE

JOB OPENING

Mt. Hope Family Center
University of Rochester

Postdoctoral Research Fellowship in Developmental Psychopathology: Mt. Hope Family Center, University of Rochester is seeking applications for a full-time, two-year postdoctoral research fellow. The research fellow has the opportunity to engage in research in a number of ongoing studies involving high-risk children, youth, and families. Projects currently focus on child maltreatment (infancy through adolescence) and offspring of mothers with major depressive disorder. Extensive longitudinal databases on high-risk populations afford opportunities for exploring diverse developmental questions. The position requires completion of a doctorate in clinical or developmental psychology or related field. Competence in quantitative methods is desirable.

Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of recommendation to: Dante Cicchetti, Ph.D., Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608.

An Affirmative Action/Equal Opportunity Employer.

JOB OPENING

Mt. Hope Family Center
University of Rochester

Assistant Professor/Research Psychologist - Mt. Hope Family Center, University of Rochester, has an opening for a research psychologist to join our faculty in conducting research in the area of Developmental Psychopathology. We are especially interested in candidates with a strong background and interest in conducting research in the area of severe mental illness. Individuals with expertise in neurobiological and psychophysiological methods are especially encouraged to apply. Opportunities for collaborative research utilizing an extensive longitudinal database in the areas of child maltreatment and offspring of depressed mothers also exist. Required qualifications include a Ph.D. in clinical or developmental psychology. Competitive salary and excellent benefits.

Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of reference to: Dante Cicchetti, Ph.D., Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608.

ANNOUNCEMENTS

Merrill-Palmer Quarterly has a new Editor. Gary W. Ladd of the University Illinois has been appointed to be the new editor of the Merrill-Palmer Quarterly, replacing Carolyn Shantz, who retired as editor of the MPQ in June, 2000 after twenty years of service. New Associate Editors are Richard A. Fabes of Arizona State, Mary Gauvain of the University of California, Riverside, and Lawrence J. Walker of the University of British Columbia. The new address for the editorial office of the Merrill-Palmer Quarterly is: MPQ Editorial Office, Children's Research Center, University of Illinois, 51 Gerty Drive, Champaign, IL 61820. Tel: (217) 244-3346; Fax: (217) 333-4685; E-mail: mpq@uiuc.edu.

Meetings

33rd Annual Meeting of the International Society for Developmental Psychobiology will be held November 1-4, 2000 at The Omni Royal Orleans Hotel, New Orleans, Louisiana. Contact: George F. Michel (Conference Coordinator) gmichel@condor.depaul.edu or William Fifer (Program Director) wpf1@columbia.edu. ISDP website: www.uiowa.edu/~isdp/

The Jean Piaget Society invites program submissions for the 31st Annual Meeting to take place in Berkeley, California, May 31-June 2, 2001. Plenary speakers include Terrance Deacon, V. S. Ramachadran, Annette Karmiloff-Smith, Daniel Slobin, and Elizabeth Bates. In addition, several Piagetian scholars will lead a special feature seminar on Piaget's Biology and Knowledge. Submission deadline is December 1, 2000. Please see the Jean Piaget Society website www.piaget.org for submission details or write to: Dr. Eric Amsel, Weber State University, Ogden, Utah, 84408-1202 or email: eramsel@cc.weber.edu.

The Xth European Conference on Developmental Psychology will be held in Uppsala, Sweden August 22-26, 2001. For abstract submission forms and more information, please visit our web site www.psyk.uu.se/ecdp/ or send email to ECDP@psyk.uu.se. Submission deadline: December 15, 2000.

American Association for the Advancement of Science announces the 2001 Mass Media Fellows Program. Students in the natural and social sciences and engineering are invited to apply for a 10-week summer program sponsored by the AAAS. The goal of the program is to strengthen the connections between science and the media. Advanced students (graduate and undergraduate) will be placed at radio and television stations, as well as newspapers and magazines. For additional information and applications contact AAAS, Mass media Science and Engineering Fellows Program, phone: (202) 326-6760; web: www.aaas.org/careers/fellowships.html. The application deadline is January 15, 2001.

Free Satellite Videoconferences. Next spring, the University of Maryland will conduct six free satellite videoconferences on the recognition and reporting of child abuse and neglect. They will be broadcast live to downlink sites across the country, January through June 2001. The programs are designed for all the professions who see children who may be abused or neglected. This includes all professionals, who are legally mandated to report suspected cases, *and those who train them*. For more information, please contact the Welfare Reform Academy. The web site address is: www.welfareacademy.org or phone (202)862-4879.

Classified Ads

Utah State University

Assistant/Associate Professors in Family and Human Development: two nine-month, tenure-track positions available for individuals with expertise in either: (1) marriage and/or family relationships, or (2) adult development and aging. Both positions emphasize teaching and research. Summer Research and teaching support are available. See http://personnel.usu.edu (2-128 and 2-131) for full descriptions. AA/EOE.

Bowdoin College

Developmental Psychologist. The Department of Psychology at **Bowdoin College** seeks candidates for an entry-level, tenure-track position at the rank of Assistant Professor in Social Development beginning Fall 2001. Ph.D. preferred as well as evidence of excellence in teaching and research. Responsibilities include teaching four courses per year and supervising independent study and honors projects. Courses will include Introductory Psychology, Research Design, a Laboratory course in Social Development, and a course in the candidate's area of specialization. Bowdoin College is a highly selective undergraduate liberal arts college, located about two hours north of Boston on the coast of Maine. The college offers strong major and honors programs. Visit www.bowdoin.edu to learn more about the college. To apply, send a cover letter, vita, examples of excellence in both teaching and research, and at least three letters of reference to Louisa M. Slowiaczek, Chair, Department of Psychology, Bowdoin College, 6900 College Station, Brunswick, ME 04011. Review of applications will begin November 1, 2000. *Bowdoin College is committed to equal opportunity through affirmative action. Minorities and women are encouraged to apply.*

JOB OPENING

DEVELOPMENTAL PSYCHOLOGY
CLAREMONT GRADUATE UNIVERSITY

Claremont Graduate University announces a search for a psychologist with specific training and experience in developmental psychology and expertise in program evaluation. Candidates with training in applied social psychology who evaluate children's services or school-based programs will also be considered. The position is a tenure-track graduate faculty appointment, rank open. The successful candidate will be expected to teach and supervise research in the Ph.D. programs in developmental and/or social psychology, and to contribute to other academic programs including the M.A. program in Program Evaluation. Interdisciplinary collaboration is encouraged. Candidates must have:

- A Ph.D. degree in psychology,
- Specialization and experience in developmental psychology research,
- Outstanding teaching and mentoring skills at the graduate level,
- The ability to attract extramural research support.

CGU is committed to applying psychology to the prevention and amelioration of social and organizational problems, and to developing and evaluating programs and polices that serve the public interest. As part of this commitment, the University wishes to promote diversity in all aspects of its programs. Minority and women candidates are especially encouraged to apply for this position. Further information on the Psychology program and other open faculty positions at CGU can be found at www.cgu.edu/sbos.

Evaluation of candidates will begin October 1, 2000 and continue until the position is filled. Interested candidates should send a vita, personal statement of their relevant skills and experiences, preprints/reprints, and 3 letters of recommendation to:

Dr. Kathy Pezdek
Department of Psychology
Claremont Graduate University
123 E. Eighth Street
Claremont, California, 91711

Important Notice

- Journals are not forwardable. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
- Contact the SRCD Membership Office (Tel: (734) 998-6524; Fax: (734) 998-6569; E-mail: srcd@umich.edu) if you have concerns or questions regarding your publications or your membership.
- Membership applications are available on SRCD's website.

Change of Address Notification

Name: _____

Mailing Address: _____

_____

_____

Phone: _____

Fax: _____

E-mail: _____

Effective date: _____

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